DOCUMENT RESUME

ED 402 932 IR 056 232

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TITLE Development of an Information Literacy Program for the Degree Completion Program at Philadelphia College of Bible.
PUB DATE Sep 94
NOTE 126p.; Ed.D. Practicum, Nova Southeastern University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Academic Libraries; Access to Information; Critical Thinking; *Faculty Handbooks; Higher Education; *Information Literacy; Information Seeking; Librarian Teacher Cooperation; Library Guides; *Library Instruction; Orientation Materials; Research Methodology; Research Papers (Students); *Research Skills; Student Research; User Needs (Information); Writing Assignments; *Writing Skills
IDENTIFIERS Bible Colleges; *Philadelphia College of Bible PA

ABSTRACT

One of the major requirements in the degree completion program at Philadelphia College of Bible (Pennsylvania) is the completion of a major research paper. The paper is designed to develop research skills, sharpen writing skills, encourage critical thinking, and promote problem-solving skills. Students were not adequately prepared by either the writing guide or the curriculum to write their major research paper. The writing guide was too long and complicated, and the curriculum modules were not designed to encourage research skills nor complement the writing assignment. This study describes the creation of an information literacy program for the degree completion program. The degree completion program provides an opportunity for full-time working individuals to graduate with a baccalaureate degree after 22 months of study. Three faculty and student guides were written or revised to provide direction for the information literacy program. The faculty guide was written to provide faculty with definitions, guidelines, and instructions for teaching the information literacy program. The student guide was revised to include a section on basic research skills and instruction on how to write the research paper required for graduation. The library research guide was revised to coordinate the instruction of the faculty guide with the research skills necessary for completion of the student project. Appendices include the student and faculty guides, and library research handbook. (Contains 17 references.) (Author/SWC)

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ED 402 932

DEVELOPMENT OF AN INFORMATION LITERACY PROGRAM FOR THE DEGREE COMPLETION PROGRAM AT PHILADELPHIA COLLEGE OF BIBLE

Emergence of Higher Education

Lyn Stephen Brown
Philadelphia College of Bible

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Philadelphia Cluster

A practicum report presented to Programs for Higher Education in partial fulfillment of the requirements for the degree of Doctor of Education

Nova Southeastern University

September, 1994

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DEVELOPMENT OF AN INFORMATION LITERACY PROGRAM FOR THE DEGREE COMPLETION PROGRAM AT PHILADELPHIA COLLEGE OF BIBLE

by

Lyn Stephen Brown

September, 1994

One of the major requirements in the degree-completion program at Philadelphia College of Bible is the completion of a major research paper. This paper is designed to develop research skills, sharpen writing skills, encourage critical thinking, and promote problem-solving skills. The problem was that the students were not prepared by the writing guide or by the curriculum to adequately write their major research paper. The writing guide was too long and too complicated. The modules within the curriculum were not designed to encourage research skills or complement the writing assignment.

The purpose of this development study was to create an information literacy program for the degree completion program at the college. Three guides were written or revised to provide direction for faculty and students.

The faculty guide was written to instruct the faculty in the Advance program regarding the components and requirements of the information literacy program. The student guide was a revision of the current writing guide and included a section on basic research skills and instruction on how to write the research paper required for graduation. The library research guide was extensively revised to follow the outline of the lesson plans in the faculty guide.

There were three research questions for this study. First, "How will the faculty guide provide the direction needed for faculty members to adequately participate in the information literacy program?" Second, "How will the student guide enable students in the degree completion program to complete their research project while they participate in the information literacy program?" Third, "How will we evaluate the success of the information literacy program in the degree completion program?"

Five procedures were used to complete this development practicum. First, a review of the literature was conducted. Second, the director of the degree completion program and the director of the Learning Resource Center worked together to design a new research paper writing guide for the students. Third, a faculty guide for the information literacy program was written to be used by the director of the degree completion program, faculty members, and the director of the Learning Resource Center. Fourth, the library guide was revised by the director of the Learning Resource Center to coordinate the instruction of the faculty guide with the research skills necessary for the completion of the student project. Fifth, the three new guides were reviewed by the faculty who teach the research project module.

The evaluation and refinement of the information literacy program will take over two years. Criticisms and corrections will be made annually by the director of the Learning Resource Center and the director of the degree completion program.

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Chapter 1

INTRODUCTION

Philadelphia College of Bible is a private non-denominational college offering traditional and non-traditional programs of study. The degree completion program, known as the Advance program, was started in 1992 to provide an opportunity for full-time working individuals who had not completed their college education to graduate with a baccalaureate degree after only twenty-two months of study.

Nature of the Problem

One of the major requirements in the Advance program is the completion of a major research paper. This paper is designed to develop research skills, sharpen writing skills, encourage critical thinking, and promote problem-solving skills. The skills needed for this research paper ideally should be taught and reinforced throughout the curriculum.

The problem was that the students were not prepared by the writing guide or by the curriculum to adequately write their major research paper. The writing guide was too long and too complicated. The modules within the curriculum were not designed to

encourage research skills or complement the writing assignment. Few assignments were given by faculty members that required research in a library or the use of research materials outside of the textbooks or the student class notebook.

Purpose of the Study

The purpose of this development study was to create an information literacy program for the degree completion program at the college. Three guides were written or revised to provide direction for faculty and students.

The faculty guide was written by the director of the Learning Resource Center and edited by the director of the degree completion program to instruct the faculty in the Advance program regarding the components and requirements of the information literacy program.

The student guide was a major revision of the current writing guide and included a section on basic research skills and instruction on how to write the research paper required for graduation. Some components of the faculty guide were included in the student guide.

A library research guide was extensively revised

to follow the outline of the lesson plans in the faculty guide. This guide will be used throughout the college in other undergraduate programs and the graduate school.

Significance to the Institution

The exponential growth in information resources and the new demands of the information age have put increasing demands upon faculty and students to access appropriate information quickly, process that information with critical thinking skills, and to communicate both verbally and in writing a product that is practical, interesting, and meaningful. The development of an information literacy program for the degree completion program has begun to address the informational needs of the students and will positively impact their production of papers and oral reports. Graduates will learn lifelong skills that will enhance their chances for survival in this information age.

The development of an information literacy program will be a significant challenge for faculty members. Expectations for students will be raised as students will be required to demonstrate proficiency in research skills. Improvement will be reflected in the quality

of content in course assignments. Faculty members will also be expected to professionally demonstrate growth in information skills in their own research and preparation for classroom instruction.

In addition to the impact that an information literacy program will have upon students and faculty, it will also contribute to a change in the role of the director of the Learning Resource Center at Philadelphia College of Bible. The director will no longer be perceived as a museum curator, but as an active and innovative member of the college team. Traditional lines of communication and management will have to be adapted to include information literacy specialists, such as the director of the Learning Resource Center and the LRC staff.

Relationship to Seminar

This developmental practicum is related to the Emergence of Higher Education seminar in that guidelines regarding excellence and vision were used in the development of the information literacy program. The design and implementation of this program included a look at innovative ways to deal with the challenges of the future for students in non-traditional programs

at the undergraduate level. A concern for practicality and lifelong learning has been a driving force throughout the history of higher education. Reminders such as Thomas Jefferson's efforts at the University of Virginia encouraged us to be innovative for the future and discontented with the present.

Research Questions

There were three research questions for this study. First, "How will the faculty guide provide the direction needed for faculty members to adequately participate in the information literacy program?" Second, "How will the student guide enable students in the degree completion program to complete their research project while they participate in the information literacy program?" Third, "How will we evaluate the success of the information literacy program in the degree completion program?"

Definition of Terms

For the purposes of this practicum, information literacy is defined as the ability to access and evaluate information of a given need. An information literacy program is the staff of the Learning Resource Center working as partners with the faculty and

administration of the college to increase an student's awareness of information sources, train them to critically assess the information that is gathered, instruct them on how to efficiently access information, and encourage them to effectively manipulate and communicate what they have learned to people in the world around them.

Chapter 2

REVIEW OF THE LITERATURE

Overview

Information literacy is a term that has become very popular among librarians and information specialists. Paul G. Zurkowski is credited with first using the term in 1974 in his work on information service (Ridgeway, 1990, p. 645). The 1989 Final Report of the American Library Association Presidential Committee on Information Literacy was written in response to A Nation at Risk, a report that completed ignored the important role libraries could play in the information age. The 1989 report not only reacted to the lack of respect, it also went on to define information literacy and its impact upon an individual.

Breivak and Gee (1989) observed that the roles of libraries must change in this information age. They suggest that libraries can more effectively grapple with the information challenges of the future (p. 21). In the case of college libraries, they should be empowered to help institutions of higher learning achieve their goals and objectives. In the case of educating non-traditional students, an entire chapter

is devoted to the academic library and its relationship with the non-traditional student.

Curran (cited in Varlejs, 1991, p. 42) insists that librarians must be an integral part of what is defined as the information literacy chain. Step 4 in the information literacy chain is the ability to interpret, organize, and synthesize information. Step 5 is the ability to use and communicate information, which Curran points out has long been considered outside the responsibilities of librarians. He encourages librarians to be both proactive and cooperative as they expand their role in the information literacy chain.

Importance of Definition

Metoyer-Duran (1992, p. 364) noted that creating information literacy is more than simply teaching library skills. It is a process that enables students to effectively access appropriate information and to apply information to problems found in life. Tribal community colleges were surveyed to see if they were effectively promoting information literacy among their students.

Naito (1991, p. 293) states that students need the

ability understand what information is, when they need to access it, how and where to access it, and how to use it. The Final Report of the American Library Association Presidential Committee on Information Literacy (1989) goes even further in stating that ". . . a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Ultimately, information-literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to fine information, and how to use information in a way that others can learn from them" (p. 1).

Students should be expected to efficiently access information, critically evaluate it, and effectively manipulate and communicate knowledge to others. Rader (1990) successfully was able to communicate that ". . . information-literate students are able to understand the importance of information in our society, to articulate and focus their information needs, to understand the structure and form of information, to recognize the points of access to information, to develop strategies for information gathering, to

evaluate and analyze information content, to synthesize, manage, and report their results, and to evaluate their search process" (p. 880). A policy on information literacy was adopted at Cleveland State University, with the librarians and faculty working together to incorporate the concept of information literacy into the curriculum.

How to Measure Outcomes

Foster (1993, p. 345) in his article on information literacy expresses his misgivings on how to measure literacy and illiteracy. He sees the term as simply a public relations ploy to make the library world feel more important and more necessary for the well-being of the world.

Authors such as Naito (1991) simply assume that information literacy can be measured through pre- and post-testing. Surveys can also be administered to measure the effectiveness of the program or a Senior Project can be assigned that would require the use of information literacy skills. Self-assessment is highly suggested by Greer (1991), but that cannot be totally reliable.

Breivik and Gee (1989, p. 46) discuss various ways of measuring information literacy, which include competency tests given at the University of Wisconsin-Parkside and credit courses at California State University at Long Beach and Wayne State University. The authors go even further by giving examples of active faculty participation in assignments that require information literacy skills.

The struggle to define outcomes was revealed in the efforts of a blue ribbon commission for the Minnesota State University System (Farmer & Mech, 1992, p. 28). Examination scores at the end of a block of instruction on research skills led to so much criticism that they quickly adopted pre- and postmeasures. Even then some educators expressed some dissatisfaction with the giving of examinations, when the students needed to demonstrate the application of information to real world situations. It was recommended that performance indicators be adopted that would measure skill and knowledge, such as participation in field experiences, community service projects, or diverse learning opportunities.

Chapter 3

METHODOLOGIES AND PROCEDURES

Procedures

Five procedures were used to complete this development practicum. First, a review of the literature was conducted. The review included an emphasis upon information literacy and its possible impact upon students in non-traditional programs of study. It also focused upon the role of the library director in the development and implementation of an information literacy program.

Second, the director of the degree completion program and the director of the Learning Resource Center worked together to design a new research paper writing guide for the students. Changes from the current guide were reviewed by a committee of faculty members selected by the director of the degree completion program.

Third, a faculty guide for the information literacy program was written to be used by the director of the degree completion program, faculty members, and the director of the Learning Resource Center. It included definitions, guidelines, and instructions for

teaching the information literacy program.

Fourth, the library guide was revised by the director of the Learning Resource Center to coordinate the instruction of the faculty guide with the research skills necessary for the completion of the student project.

Fifth, the three new guides were reviewed by the faculty who teach the research project module. Their comments and corrections were incorporated into the printing of the September, 1994, editions.

Assumptions

A number of assumptions were included in this study. First, it was assumed that the director of the Learning Resource Center had the experience and knowledge to develop an information literacy program. Second, it was assumed that the academic dean would support the changes suggested by the new information literacy program. Third, it was assumed that faculty members would cooperate with each other in the information literacy program to make the necessary changes in the curriculum and in classroom assignments.

Limitations

The products may be limited in that they will be specific to the degree completion program at Philadelphia College of Bible. Faculty cooperation may be limited by those not familiar with non-traditional styles of higher education. Another limitation may be that further revisions may need to be done during the teaching of the course as the work was completed quickly and during the busy time of beginning a new school year.

Chapter 4

RESULTS

The director of the Learning Resource Center and the director of the degree completion program worked together to design a new research paper writing guide for the students. Suggestions for changes from the current guide were incorporated into the major revision of the guide. Several rough drafts were written and revised until the product was ready for printing and distribution.

A faculty guide for the writing of the research paper was written by the director of the Learning Resource Center to be used by the director of the degree completion program, faculty members, and the director of the Learning Resource Center. It included definitions, guidelines, and instructions for teaching the information literacy program. All of the instructors were given one week to review the first draft of the guide and to respond in writing or in person. Then the director of the degree completion program and the director of the Learning Resource Center met three times to consider the suggestions and comments. Additional sections and guidelines were

written to further clarify the purpose of the research project and its outcomes.

The library guide was totally revised by the director of the Learning Resource Center to coordinate the instruction of the faculty guide with the research skills necessary for the completion of the student project. The first draft was sent to the vice-president for research and planning for her review. Two working sessions were needed to finish making corrections and to prepare the document for printing.

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Discussion

The principles of information literacy as defined in numerous articles and books were incorporated into the design and production of the three guides. Metoyer-Duran's (1992) insistence that information literacy includes effective appropriation of information and the application of the problems found in life fit perfectly with the assignment of the research project for the students with an emphasis upon practicality.

Curran (1991) insisted that librarians had to be an integral part of the information literacy program at any institution. The director of the degree completion program and the academic dean were quite willing to see the changes initiated and made by the director of the Learning Resource Center and to allow him to begin teaching the revised module while it was in a draft format.

Outcomes will be measured in the future. The success of the revision of the student project and the

related guides will come when students complete their written reports and give their oral presentations.

Conclusions

The coordination of the degree completion program with the services of the Learning Resource Center can do nothing but succeed. Students will be far more comfortable in the research process, faculty will be supportive of the changes to the curriculum, and the administration may see higher scores in student satisfaction with the degree completion program. The success of the information literacy program in this area of the college will encourage others to take advantage of the changes.

The information literacy program can also impact enrollment in the graduate programs. The sense of accomplishment and the feeling that they can succeed in any course of study will encourage these former college dropouts to continue their education either formally or informally.

Implications

The faculty and administration would do well to examine the changes that were made in the degree completion program. The goal of creating a research

project that encouraged research skills, critical thinking skills, and presentation skills should be considered in the traditional undergraduate and graduate programs. Information literate graduates of the degree completion program will serve as advertisements on how effective and practical these changes can be.

The director and staff of the Learning Resource Center need to be involved in the design and implementation of new academic programs at the college. The components of an information literacy program need to be included in the drafting of the curriculum and the purchase of resources that would support the program.

Recommendations

It is recommended that the administration of the college work with the director of the Learning Resource Center in revising the assignments given in courses throughout the college curriculum. Changes would include research skills components, the demand for critical thinking, and the provision for innovative ways to promote presentation skills.

It is recommended that workshops be given at least

twice by outside experts in the field of information literacy that would promote information literacy and provoke change. The office of the academic dean could make these arrangements with the assistance of the director of the Learning Resource Center.

It is also recommended that further study be done on information literacy and how it could be measured. Basic outcomes would need to be drafted and approved by the faculty with the cooperation of the administration. The director of the Learning Resource Center will be expected to continue to lobby for further growth and improvement in this area.

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APPENDIXES

ADVANCE

Applied Biblical Research Project

Student Guide

Philadelphia College of Bible

September 1994

Fifth Draft

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MODULE DESCRIPTION

This module is the development of a research paper and an oral presentation dealing with biblical leadership. Students are introduced to principles that are necessary for the development of information, leadership, and research skills. The project includes a biblical and literature review on a topic dealing with biblical leadership. The topic must be ministry-oriented and have a practical application in a personal or career setting. The student will design a program or solution to deal with a current issue or problem. In addition to biblical knowledge, skills in research as well as oral and written communication will be developed.

LEARNING OUTCOMES

The student will:

1. develop research skills, stressing the importance of using the best available information in making decisions;

2. sharpen writing skills;

3. develop skills in the presentation of written material;

4. sharpen oral presentation skills;

5. expand in knowledge in the area in which research is being done;

6. apply and evaluate the significance of their project.

TEXTS AND MATERIALS

Advance Applied Biblical Research Handbook.

Lester, James D. Writing Research Papers: A Complete Guide.
San Francisco: Harper Collins, 1993.

Library Research Handbook.

PCB Writing Guide.

STUDENT ASSIGNMENTS

TO BE COMPLETED FOR:
- WEEK ONE -

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1. Read Applied Biblical Research Project Handbook.
2. Read Library Research Handbook.
3. Write one to two pages on three possible problems at your workplace or ministry that could be possible topics for your ABRP.
4. Review PCB Writing Guide distributed during semester one registration.
5. Read Article _____.

TO BE COMPLETED FOR:
- WEEK TWO -

1. Read Applied Biblical Research Project Handbook.
2. Send ABRP worksheet to instructor three weeks prior to week two class meeting.
3. Write chapter one of ABRP.
4. Be prepared to share orally a two to three minute sketch of a problem from chapter one with the class.

TO BE COMPLETED FOR:
- WEEK THREE -

1. Read Applied Biblical Research Project Handbook.
2. Conduct research for chapter two.
3. Write chapter two.
4. Be prepared to share orally a two to three minute report one Biblical principle and/or passage that relates to the topic in the ABRP.

Cont.

TO BE COMPLETED FOR:
- WEEK FOUR -

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1. Read Applied Biblical Research Project Handbook.

2. Conduct research for chapter three.

3. Write chapter three.

4. Be prepared to share orally a two to three minute report two viewpoints that were discovered in the literature review.

TO BE COMPLETED FOR:
- WEEK FIVE -

1. Write chapters four and five.

2. Begin working on oral presentation with visuals and handouts.

3. Be prepared to share orally a two to three minute report on one highlight from chapters four and five.

TO BE COMPLETED FOR:
- WEEK SIX -

1. Complete revisions of ABRP.

2. Finish final draft of ABRP with bibliography and appendixes.

3. Give oral presentation of ten to fifteen minutes in length with visuals and handouts.

STUDENT EVALUATION

Students in this module will be evaluated by the College's 4.0 grading system. You should refer to the Student Handbook or the College Catalog for further details on the grading system. The criteria for determining that grade will be as follows:

1. (50%) Writing of each chapter of the ABRP-- Each chapter will be graded for content, grammar, and spelling.

2. (25%) Final draft of the ABRP-- The final product will be given a grade for content, grammar, and spelling.

3. (25%) Oral presentation-- The oral presentation will be graded according to clarity, use of audio-visuals, and other presentation skills.

Late work will receive deductions according to the following schedule:

a. Up to one week late, one-half grade point.

b. Up to two weeks late, one grade point.

c. Up to one month late, one and one-half grade points.

d. After one month, two to three grade points.

ATTENDANCE: Any class missed must be made up. The nature of this module requires perfect attendance for the valuable help and assistance that will be given in writing the ABRP. The student is obligated to contact the instructor to make suitable arrangements. Unexcused absences and absences not made up may be reflected in the student's grade.

OPEN LETTER TO STUDENT

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This module is designed to incorporate most of what is learned throughout the *Advance* curriculum into both a written paper and an oral presentation. Information and research skills are introduced and reinforced throughout the student's study at PCB and leadership skills are developed and enhanced by the student's written and oral products.

The module has been designed to make the writing of the ABRP systematic and attainable. The module for the ABRP has been divided into five parts so as to not only facilitate the writing of the paper, but also to allow the student to incorporate the learning from the other modules as they progress through the program.

It is essential that you be familiar with the ABRP requirements and the matters of form at PCB. You also need to be comfortable with the instructions in the Student Guide. They are designed to guide you, step by step, through the requirements of this module. It is absolutely vital that you require your students to keep pace with the schedule of the writing portion of the ABRP.

What will the research advisor expect from you? Students will demonstrate research skills in the library, critical thinking skills as you analyze what you read and see, and communication skills as you produce a written document and give an oral presentation with visual aids.

What should you expect from the research advisor? Guidance through the module as you meet in class hours and develop your project. Research advisors are encouraged to make time for personal contact with each student. Telephone numbers, office hours, and other times outside of class may be used to assist you. This module will move rapidly as it encompasses the four semesters of your studies at PCB.

Any questions regarding procedures, recommendations, and other hints can be answered by the Director of *Advance* or other faculty members teaching this module. The writer of this guide welcomes your comments, questions, and suggestions for improvement. We want to make this module both a meaningful and profitable experience for the students in the *Advance* program.

Lyn S. Brown, Director of the Masland Learning Resource Center
Philadelphia College of Bible

LOGISTICS CHART

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WEEK	ONE	TWO	THREE	FOUR	FIVE	SIX
HOUR 1	Introduction to module Writing skills	Oral Presentation Chapter 1	Oral Presentation Chapter 2	Oral Presentation Chapter 3	Oral Presentations Chapters 4&5	Oral Presentations
HOUR 2	Research skills	Introduction to Chapter 2	Introduction to Chapter 3	Introduction to Chapters 4 & 5	Issues and Problems	Oral Presentations
HOUR 3	LRC Tour	Research skills	Research skills	Research skills	Preparation for oral presentations	Oral Presentations
HOUR 4	Introduction to Chapter 1	Bible-related resources	LRC Work	LRC Work	LRC Work	Summary Module evaluation

DEGREE COMPLETION CURRICULUM OUTLINE

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SEMESTER ONE		13 CREDITS
Module 1:Cm201D	Biblical Concepts of Leadership	(3 credits)
Module 2:Bi103D	How to Understand and Apply the Bible	(3 credits)
Module 16: Bi401D	Applied Biblical Research Project (ABRP) * Part 1	(1 credit)
Module 3:Bi101D	Old Testament History	(3 credits)
Module 4:Cm300D	Communication Concepts	(3 credits)

SEMESTER TWO		12 CREDITS
Module 16:	ABRP * Part 2	(1 credit)
Module 5:Bi105D	Life of Christ/Gospels	(3 credits)
Module 6:Do111D	Bibliology, Man, Sin, and Angels	(3 credits)
Module 7-A:Ym272D	Foundations for Teaching & Preaching, Part 1	(1 credit)
Module 8:Bi201D	Old Testament Poetry and Wisdom Literature	(3 credits)
Module 16:	ABRP * Part 3	(1 credit)

SEMESTER THREE		13 CREDITS
Module 9:Bi301D	Paul's New Testament Letters	(3 credits)
Module 10: Ps258D	Evangelism and Discipleship	(3 credits)
Module 11: Do212D	God, Christ, Holy Spirit & Salvation	(3 credits)
Module 16: BI401D	ABRP * Part 4	(1 credit)
Module 12: Bi304D	Old Testament Prophets	(3 credits)

SEMESTER FOUR		13 CREDITS
Module 7-B: Ym405D	Foundations for Teaching & Preaching, Part 2	(2 credits)
Module 14: Do313D	Church and Eschatology	(3 credits)
Module 13: Cm400D	Case Studies in Leadership	(3 credits)
Module 15: Bi404D	General Epistles/Revelation	(3 credits)
Module 16:	ABRP * Parts 5/6	(2 credits)

OUTLINE OF THE BIBLICAL RESEARCH PROJECT

The project will include both a written document and an oral presentation. It will be an evaluation of a problem and its impact upon your ministry or it will be the development of a program to correct a problem in your ministry. The written document will be in the following format:

TITLE PAGE	
TABLE OF CONTENTS	
CHAPTER ONE	Description of the Problem
CHAPTER TWO	Biblical Review
CHAPTER THREE	Literature Review
CHAPTER FOUR	Description of Proposed Program or Evaluation of the Problem
CHAPTER FIVE	Conclusion and Recommendations
BIBLIOGRAPHY	
APPENDIXES	

The written document should be no more than forty pages in length and no fewer than twenty pages, excluding bibliography and appendixes. The document is to be typed. It is recommended that these be done on a word processing program such as the most recent version of Wordperfect. The left margin should be 1 1/2 inches and the others 1 inch. Right justification should not be used.

Page numbers are in the upper-left corner with the title page counting as page one. Numbering of pages begins with the table of contents.

The oral presentation will be an oral summary of the research paper. It will be no longer than thirty minutes and no fewer than twenty minutes. It is highly recommended that visuals be produced to accompany the presentation.

CHAPTER 1 - DESCRIPTION OF THE PROBLEM

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Chapter 1 states the purpose of the project and provides a full description of the topic the student has chosen. The following sections will be included in the first chapter.

DESCRIPTION OF THE PROBLEM

The Description of the Problem is the heart of any proposal. All major elements flow from the Description of the Problem which provides the motivation for undertaking the research. The Applied Biblical Research Project is designed to treat a "problem".

The Description of the Problem should be stated precisely and concisely in one or two sentences. Think hard about your description. Refine the statement until you are reasonably certain that it says what you mean to communicate. The scope of your project, its ability to make a point, and the amount of research you need to do to make that point depend on the initial description of the problem to be studied.

STATEMENT OF PURPOSE

The Statement of Purpose deals with the study itself, describing what you hope to do about the problem by carrying out your project. State briefly and precisely what your study intends to do about the problem you identified. Depending upon the Description of the Problem you have written, your purpose will focus on the design of a program or evaluation and proposed solution (chapter 4).

The Statement of Purpose is a statement about <u>your</u> study and should be kept distinct from the Description of the Problem which describes the object of your study.

THE SETTING OF THE PROBLEM

In this section, a description is given of the organization or community in which the problem exists. Describe the population involved or affected by the problem. Note the economic, cultural and geographical factors that relate to the problem. To the extent possible, show how the various parts of the problem are related to the setting.

HISTORY AND BACKGROUND OF THE PROBLEM

In the History and Background section, you need to elaborate on why the problem is of pressing concern. You will include statements of opinion by knowledgeable observers who attest to the importance of the problem. Describe in some detail the ramifications of the problem: the symptoms, the possible and probable underlying causes, and the resulting effects. To the extent possible, describe the history in terms of length of time it has existed, how it has changed over time, and what major events have influenced it. The following questions will be helpful in completing this section.

1. Give at least 3 reasons why the problem you have chosen is important and valid.

2. Note at least two concrete examples of the problem.

3. To what public statistics, trends or theoretical controversy does your study relate?

In most cases, the sources of information for this section will come from the setting itself. Your personal knowledge of and experience in the problem will lead to first hand observations. It is important to include documentation from the setting. This may include information provided by other knowledgeable individuals. In some cases the description may include information obtained from published literature. The history should be real and not theoretical.

Scope of the Applied Biblical Research Project

The Scope is necessary to define and limit the study as precisely as possible. Here you should very clearly and specifically describe the limits or scope of the problem you will be dealing with in your project. In the history and background section, you have completely described the problem as it exists in the setting. Since you may choose to work on only parts of the problem, a description is needed to define which parts will and will not be included.

The Scope may need to be revised and modified following the completion of the Biblical and Literature reviews. The reviews may cause you to change your scope.

Importance/Significance of the Applied Biblical Research Project

Since any problem can be looked at in different ways, a statement of the significance of your study establishes a rationale for your work. Answering the following questions can be helpful.

1. Why is your study important?

2. What can happen if the study is done? If it is not done?

3. If someone says "so what" to your project, how would you respond with a persuasive rationale for your study?

It is unrealistic to expect that your study will be definitive, one that provides the ultimate answer and solution to the stated problem. There should be adequate justification for it beyond meeting course requirements or personal interest. In the Significance section you must establish clearly that your study is an appropriate approach to the research problem and that some important benefit will occur if it is done.

Definition of Terms

Those who read your study need to understand the details of your study. Without explanation of the meaning of critical terms, a reader may misunderstand and fail to appreciate the full impact of your intent. You must define terms that:

a. Are specific to the field in which the study is being conducted,

b. Have everyday language counterparts with which they might be confused,

c. And are related specifically to your project.

Aim to give the reader the exact meaning of all terms you are using in your Description of the Problem, Statement of Purpose, and Scope of the Applied Biblical Research Problem sections. State the clearest definition of each term by using synonyms, analogies, descriptions, and examples. Define terms as their intended meaning is to be understood in your project.

The definition of terms should be limited to six that are the most important in this section. A complete list can be placed in an appendix. Be sure to note that a list of definitions exists in an appendix section.

ABRP WORKSHEET

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Name:

You will be required to use this worksheet to fill in the information needed to write your first chapter in the ABRP.

DESCRIPTION OF THE PROBLEM

What is the problem at your workplace or ministry that you are trying to address? Make sure that you state it briefly and concisely in one or two sentences.

STATEMENT OF PURPOSE

What are you trying to accomplish? This is a brief statement of what you are planning to accomplish with your project.

ABRP Worksheet Cont.

THE SETTING OF THE PROBLEM

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Describe the organization or community in which the problem exists. Note the economic, cultural, and geographical factors that affect the problem.

HISTORY AND BACKGROUND OF THE PROBLEM

Why is the problem a pressing concern? How long has this been going on? What are some of the underlying causes that you think have contributed to the problem? Give at least three reasons why the problem is important to you and others. Give two examples on how the problem has revealed itself. Are there any statistics, trends, or public issues that relate to this problem?

ABRP Worksheet Cont.

SCOPE OF THE APPLIED BIBLICAL RESEARCH PROJECT

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In this section you will limit the extent of your project. It is important for you and the reader to know where you will limit your project so that it will not be too big. For example, you may only concentrate on an outreach program for unwed mothers in your urban church setting, rather than all unwed mothers in the United States.

IMPORTANCE/SIGNIFICANCE OF THE APPLIED BIBLICAL RESEARCH PROJECT

Why is your project important? Is it meeting a real need? Do you have an authority other than yourself that says that this problem needs to be addresssed? How will it impact your future ministry or vocation?

ABRP Worksheet Cont.

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DEFINITION OF TERMS

Include definitions for major terms or topics to be used in your project. You will want to define terms that could be confused, are specific to your topic, and are related specifically to your project.

BEST COPY AVAILABLE

CHAPTER 2 - BIBLICAL REVIEW

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In this chapter the student will locate and explain those Biblical passages or verses that apply to the problem. No Greek or Hebrew is to be used unless the student can demonstrate proficiency. The outline will be as follows:

Related Passages in the Bible

1. Observation - identifying passages related to problem

Relevant Principles from the Bible

1. Explanation of passages related to problem
2. Interpretation of passages related to problem - analysis

Part I

Using the Bible study tools introduced in Module 2, reference scriptural passages that relate to the research problem. The definition of terms from Chapter 1 provides a starting point. It is sufficient to make reference to the related passages only. Related passages can be divided into three sections.

1. Passages that address the problem directly.
2. Passages that draw reference to the problem but do not deal with the problem directly.
3. Passages that present principles that correlate to your problem.

Part II

Using the principles of Biblical interpretation studied in Module 2, explain the passages identified in Part I. Provide a brief analysis of the passage through biblical interpretation.

1. Historical, Physical, and Cultural Setting
2. Word Study
3. Context
4. Figurative Language

Principles

Apply the truths of Scripture to the problem. Note the explicit declarations and directives which apply to the subject. State the generic principles that may be applied to this and other situations.

The total length of Chapter 2 is limited to a minimum of six and maximum of eight pages.

CHAPTER 3 - LITERATURE REVIEW

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Guidance and instruction will be given to the student on how to prepare for this chapter and how to write it. The instructions will include guidelines on research skills and preparation of the bibliography.

A minimum of two resources each from reference materials, books, and periodicals will be required.

Purpose of the Literature Review

There are several purposes for conducting a literature review. The literature review:

1. Places your problem and research project in a broader context and shows how it relates to earlier and perhaps less effective approaches to the same problem;

2. Reveals difficulties others have had in attacking the problem or weaknesses in their approach or conclusions which will give you ideas on how to avoid them;

3. Provides you with new ideas and approaches you might not have thought of before.

CHAPTER OUTLINE

Overview of Literature -	Identifying primary and secondary sources
Current Research -	Within the past five years
Various Ideas and Approaches -	Identifying different perspectives, ideas and solutions offered in the literature
Evaluation of Literature -	Determine amount of literature available and value of literature as it relates to the project problem

STRATEGY: (How do I find what I am looking for?)

1. Reference Works (you must start here first!)
   a. To define your topic or problem
   b. Look in dictionaries and encyclopedias for definitions
   c. Use this information to look elsewhere

2. Books
    a. To broaden your horizons - more information than ever before! 50
    b. Use of computer catalog - use the terms and subject headings from your research in dictionaries and encyclopedias
    c. Look for other subject headings as cross-references

3. Periodicals
    a. Current discussion of the topic you are researching
    b. Use of indexes - an absolute necessity if you are going to gather enough of the right kind of resources

How to Write the Chapter and Prepare the Bibliography

The chapter can only be written after you have found resources which are necessary for the research paper. It is highly recommended that you use 3 x 5 cards to record your information. Cards serve as a handy way to keep track of your resources and can be easily alphabetized for preparation of your bibliography. Follow the guidelines for developing this "working bibliography" in Writing Research Papers on pages 25 through 30.

Once you have gathered all resources that you would like to use in writing the research paper, take the reverse side of the 3 x 5 cards and write some personal comments regarding main ideas, clarity, benefit to you, and any other comments that come to mind. These comments will serve as a foundation for the four sections of this chapter.

The chapter is divided into four sections. The first section is an identification of primary and secondary sources. You may want to comment on the availability of each type of source.

The second section is your commentary on the amount of research in print that has been available within the past five years. This is followed by the third section which will be an examination of the various viewpoints or major ideas presented in the literature.

The fourth section is a personal evaluation of the literature as to its breadth, variety, value, and significance to your project. You will need to comment on the number of resources available and its appropriateness to your research project.

RESEARCH SKILLS WORKSHEET

Masland Learning Resource Center

Philadelphia College Of Bible 51

You need to know:

1. HOW to find things -- strategy
2. WHERE to find things -- library or LRC tour

What is your topic? _____

You need to have a strategy:

1. Define your terms -- use the _____collection.
   In other words, you are going to look in encyclopedias and dictionaries to get an idea about what you are working on.

   What did you find (key words, bibliography)?

2. Broaden your horizon -- use the _____ collection.
   This should never be the first step. This is where you get to use the computer catalog.

   What subject headings did you use?

   What results did you get?

3. Keeping current -- use the _____ collection.
This step is not the easiest, but you can learn how. Keep in mind that this area requires a lot of work and some patients. You must use indexes! 52

Which subject headings are you going to use?

Which indexes are you going to use?

Which "black notebook" are you going to use?

Some additional tips:

1. When looking for Bible references, you must look under "Bible--OT--Genesis" for something in Genesis. What would it be for something In Romans?

2. Look for materials outside the library. Literature can be obtained at organizations such as embassies, travel agencies, etc. Use the telephone book.

3. Look for information from other people. Ask a librarian or ask for help from other people who may be experts in that area.

CHAPTER 4 - DESCRIPTION OF PROPOSED PROGRAM or EVALUATION OF THE PROGRAM

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The student will have two options in this chapter:

1. Design a program that will offer solutions to the problem

2. Evaluate the problem and propose some general solutions

Outline for either option:

DESIGN OF A PROGRAM

1. Definition of the Problem - taken from Chapter 1
    a. Re-state the problem in summary form
    b. Answer these two questions
        1) What can I do to fix the problem?
        2) What is wrong with the problem?

2. Design of the Program - what you are going to do
    a. This is the major portion of chapter 4 for option 1

3. Evaluation Procedures for the Program - design a tool to evaluate your program

EVALUATION

1. Definition of the Problem - take from Chapter 1
    a. Same as 1 above

2. Evaluation of Current Situation
    a. Use Biblical principles and literature review
    b. Cite both biblical and respected sources
    c. This is the major portion of chapter 4 for option 2

3. Proposed Solutions
    a. Use biblical principles and literature review
    b. Give at least two options.

CHAPTER 5 - CONCLUSION AND RECOMMENDATIONS

54

In this chapter the student will summarize the project and offer recommendations for the future. The chapter will include suggested alternatives to the proposed program and recommendations for further research. The last four or five paragraphs should clearly and concisely summarize the work that was done on the project, following the chapter outline as closely as possible.

Summary of the Project

Suggested Alternatives to Proposed Program (Design Option Only)

What changes would you make if you had to do it all over again?

Recommendations for Further Research

What questions still need to be answered or explored further?

Personal Observations

1. How this project has changed the student personally and professionally.

2. How this project will affect the student's leadership style in the future

BIBLIOGRAPHY

55

The bibliography includes not only works that were cited in the research project, but also other works that you found related to the topic. Follow the guidelines of Writing Research Papers on pages 250 through 279. The bibliography needs to include your reference works, books, and periodicals in alphabetical order by the author's last name.

Example

-similar to page 251 of Lester, but identify reference, books, and periodicals in example.

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TITLE PAGE

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The title page gives the reader a good impression if it clearly includes the title of the paper, author, course identification, and the date. The title page should follow guidelines given on pages 195 and 196 of Writing Research Papers.

Example of a Title Page:

2"

2"

The Title of This

Fablous Research

Paper

by

Ima Good Student

Advance Biblical Research Paper

Philadelphia College of Bible

January 1994

2"

] double space

] double space

] double space

] double space

] double space

TABLE OF CONTENTS

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A Table of Contents is normally not required for research papers, but a research paper of the length required in the Advance program needs a Table of Contents for clarity and direction for the reader.

Example of a Table of Contents

Table of Contents

Chapter		Page
ONE		
	DESCRIPTION OF THE PROBLEM	
Description of the Problem		1
Statement of Purpose		1
The Setting of the Problem		1-2
History and Background		2-3
Scope of the Problem		3
Importance of the Project		3
Definition of Terms		4
TWO		
	BIBLICAL REVIEW	
Part One, Observation		5-6
Part Two, Analysis		6-11
Principles		11-12
THREE		
	LITERATURE REVIEW	
Part One,		13-14
Part Two,		14-16
Part Three,		16-18
Part Four,		18-20
FOUR		
	DESCRIPTION OF PROPOSED PROGRAM	
Definition of the Problem		21
General Solutions		21
Design of the Program		22-27
Part One,		23-24
Part Two,		24-26
Part Three,		26-27
Evaluation of the Program		27-29
FIVE		
	CONCLUSION AND RECOMMENDATIONS	
Summary		30-31
Possible Alternatives		31-33
Farther Research Options		33-34
Personal Observations		34-35
Bibliography		36
Appendix		37-38

ABRP Evaluation

Student's name: _____

_____ Chapter one (10%)
_____ Chapter two (10%)
_____ Chapter three (10%)
_____ Chapters four (10%)
_____ Chapter five (10%)
_____ Final draft (25%)

Code: **5** = Excellent **4** Good **3** = Average **2** = Needs Improvement

1 = Needs much improvement **NA** = Not applicable

A.	Content						
1.	Organization	5	4	3	2	1	NA
2.	Clarity of subject	5	4	3	2	1	NA
3.	Appropriate for ABRP	5	4	3	2	1	NA
B.	Research						
1.	Quality of material	5	4	3	2	1	NA
2.	Quantity of material	5	4	3	2	1	NA
3.	Analysis of material	5	4	3	2	1	NA
4.	Variety of viewpoints	5	4	3	2	1	NA
5.	Application of sources	5	4	3	2	1	NA
C.	Format						
1.	Appearance	5	4	3	2	1	NA
2.	Follows guidelines	5	4	3	2	1	NA
D.	Grammar						
1.	Sentence structure	5	4	3	2	1	NA
2.	Grammar	5	4	3	2	1	NA
3.	Punctuation	5	4	3	2	1	NA
4.	Spelling	5	4	3	2	1	NA
5.	Word choice	5	4	3	2	1	NA

Total points: _____

E. Comments and suggestions:

Oral Presentation Evaluation

Student's name: _____ 59

Code: **5** = Excellent **4** = Good **3** = Average **2** = Needs Improvement
1 = Needs much improvement **NA** = Not applicable

A.	Content						
1.	Introduction	5	4	3	2	1	NA
2.	Organization	5	4	3	2	1	NA
3.	Clarity of subject	5	4	3	2	1	NA
4.	Main points supported	5	4	3	2	1	NA
B.	Method						
1.	Well-prepared	5	4	3	2	1	NA
2.	Kept class attention	5	4	3	2	1	NA
3.	Creative	5	4	3	2	1	NA
4.	Reinforced main idea	5	4	3	2	1	NA
5.	Flowed well	5	4	3	2	1	NA
6.	Eye contact	5	4	3	2	1	NA
7.	Voice	5	4	3	2	1	NA
8.	Nonverbal communication	5	4	3	2	1	NA
C.	Visual Aids						
1.	Appearance	5	4	3	2	1	NA
2.	Effectiveness	5	4	3	2	1	NA
D.	Handouts						
1.	Appearance	5	4	3	2	1	NA
2.	Effectiveness	5	4	3	2	1	NA
E.	Overall Effectiveness						
1.	Interesting	5	4	3	2	1	NA
2.	Within time limit	5	4	3	2	1	NA
3.	Adapted to audience	5	4	3	2	1	NA
4.	Persuasive	5	4	3	2	1	NA

Total points: _____

F. Comments and suggestions:

APPENDIXES

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Design Option - Examples or original productions

Evaluation Option
- Original documents that are being evaluated
- Examples of what could be appropriate or recommended form
- Other sources

ADVANCE

Applied Biblical Research Project

Faculty Guide

Philadelphia College of Bible

September 1994

Second Draft

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MODULE DESCRIPTION

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This module is the development of a research paper and an oral presentation dealing with biblical leadership. Students are introduced to principles that are necessary for the development of information, leadership, and research skills. The project includes a biblical and literature review on a topic dealing with biblical leadership. The topic must be ministry-oriented and have a practical application in a personal or career setting. The student will design a program or solution to deal with a current issue or problem. In addition to biblical knowledge, skills in research as well as oral and written communication will be developed.

LEARNING OUTCOMES

The student will:

1. develop research skills, stressing the importance of using the best available information in making decisions;

2. sharpen writing skills;

3. develop skills in the presentation of written material;

4. sharpen oral presentation skills;

5. expand in knowledge in the area in which research is being done;

6. apply and evaluate the significance of their project.

TEXTS AND MATERIALS

Advance Applied Biblical Research Handbook.

Lester, James D. Writing Research Papers: A Complete Guide.
San Francisco: Harper Collins, 1993.

Library Research Handbook.

PCB Writing Guide.

STUDENT ASSIGNMENTS

WEEK ONE

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1. Read Applied Biblical Research Project Handbook.

2. Read Library Research Handbook.

3. Write one to two pages on three possible problems at your workplace or ministry that could be possible topics for your ABRP.

WEEK TWO

1. Read Applied Biblical Research Project Handbook.

2. Send ABRP worksheet to instructor three weeks prior to week two class meeting.

3. Write chapter one of ABRP.

4. Be prepared to share orally a two to three minute sketch of a problem from chapter one with the class.

WEEK THREE

1. Read Applied Biblical Research Project Handbook.

2. Conduct research for chapter two.

3. Write chapter two.

4. Be prepared to share orally a two to three minute report one Biblical principle and/or passage that relates to the topic in the ABRP.

WEEK FOUR

1. Read Applied Biblical Research Project Handbook.

2. Conduct research for chapter three.

3. Write chapter three.

4. Be prepared to share orally a two to three minute report two viewpoints that were discovered in the literature review.

Cont.

WEEK FIVE

1. Write chapters four and five.

2. Begin working on oral presentation with visuals and handouts.

3. Be prepared to share orally a two to three minute report on one highlight from chapters four and five.

WEEK SIX

1. Complete revisions of ABRP.

2. Finish final draft of ABRP with bibliography and appendixes.

3. Give oral presentation of ten to fifteen minutes in length with visuals and handouts.

STUDENT EVALUATION

Students in this module will be evaluated by the College's 4.0 grading system. You should refer to the Student Handbook or the College Catalog for further details on the grading system. The criteria for determining that grade will be as follows:

1. (50%) Writing of each chapter of the ABRP-- Each chapter will be graded for content, grammar, and spelling.

2. (25%) Final draft of the ABRP-- The final product will be given a grade for content, grammar, and spelling.

3. (25%) Oral presentation-- The oral presentation will be graded according to clarity, use of audio-visuals, and other presentation skills.

Late work will receive deductions according to the following schedule:

a. Up to one week late, one-half grade point.

b. Up to two weeks late, one grade point.

c. Up to one month late, one and one-half grade points.

d. After one month, two to three grade points.

ATTENDANCE: Any class missed must be made up. The nature of this module requires perfect attendance for the valuable help and assistance that will be given in writing the ABRP. The student is obligated to contact the instructor to make suitable arrangements. Unexcused absences and absences not made up may be reflected in the student's grade.

OPEN LETTER TO FACULTY

This module is designed to incorporate most of what is learned throughout the Advance curriculum into both a written paper and an oral presentation. Information and research skills are introduced and reinforced throughout the student's study at PCB and leadership skills are developed and enhanced by the student's written and oral products.

The module has been designed to make the writing of the ABRP systematic and attainable. The module for the ABRP has been divided into five parts so as to not only facilitate the writing of the paper, but also to allow the student to incorporate the learning from the other modules as they progress through the program.

It is essential that you as the faculty member be familiar with the ABRP requirements and the matters of form at PCB. You also need to be comfortable with the goals of the ABRP so you can encourage and demand from the student the best. It is absolutely vital that you require your students to keep pace with the schedule of the writing portion of the ABRP.

What do we need to expect from our students? They will need to demonstrate research skills in the library, critical thinking skills as they analyze what they read and see, and communication skills as they produce a written document and give an oral presentation with visual aids.

What should students expect from you? It is very important that you make time for personal contact with your students. Provide them with your telephone numbers, office hours, and other times outside of class. This module will seem quite short as it stretches throughout the length of their studies here at PCB.

Any questions regarding procedures, recommendations, and other hints can be answered by the Director of Advance or other faculty members teaching this module. The writer of this guide welcomes your comments, questions, and suggestions for improvement. We want to make this module both a meaningful and profitable experience for the students in the Advance program.

Lyn S. Brown, Director of the Masland Learning Resource Center
Philadelphia College of Bible

LOGISTICS CHART

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Week	One	Two	Three	Four	Five	Six
Hour 1	Intro to module Writing skills	Oral Presentation Chapter 1	Oral Presentation Chapter 2		Oral presentation of chapters 4 & 5	Oral presentations
Hour 2	Research skills	Introduction Chapter 2	Intro to chapter 3	Intro to chapters 4 & 5	Issues and problems	Oral present-ations
Hour 3	LRC tour	Research skills	Research skills	Research skills	Preparation for oral presentations	Oral present-ations
Hour 4	Intro to chapter 1	Bible-related resources	LRC work	LRC work	LRC work	Summary Module evaluation

DEGREE COMPLETION CURRICULUM OUTLINE

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SEMESTER ONE		13 CREDITS
Module 1:Cm201D	Biblical Concepts of Leadership	(3 credits)
Module 2:Bi103D	How to Understand and Apply the Bible	(3 credits)
Module 16: Bi401D	Applied Biblical Research Project (ABRP) * Part 1	(1 credit)
Module 3:Bi101D	Old Testament History	(3 credits)
Module 4:Cm300D	Communication Concepts	(3 credits)

SEMESTER TWO		12 CREDITS
Module 16:	ABRP * Part 2	(1 credit)
Module 5:Bi105D	Life of Christ/Gospels	(3 credits)
Module 6:Do111D	Bibliology, Man, Sin, and Angels	(3 credits)
Module 7-A:Ym272D	Foundations for Teaching & Preaching, Part 1	(1 credit)
Module 8:Bi201D	Old Testament Poetry and Wisdom Literature	(3 credits)
Module 16:	ABRP * Part 3	(1 credit)

SEMESTER THREE		13 CREDITS
Module 9:Bi301D	Paul's New Testament Letters	(3 credits)
Module 10: Ps258D	Evangelism and Discipleship	(3 credits)
Module 11: Do212D	God, Christ, Holy Spirit & Salvation	(3 credits)
Module 16: BI401D	ABRP * Part 4	(1 credit)
Module 12: Bi304D	Old Testament Prophets	(3 credits)

SEMESTER FOUR		13 CREDITS
Module 7-B: Ym405D	Foundations for Teaching & Preaching, Part 2	(2 credits)
Module 14: Do313D	Church and Eschatology	(3 credits)
Module 13: Cm400D	Case Studies in Leadership	(3 credits)
Module 15: Bi404D	General Epistles/Revelation	(3 credits)
Module 16:	ABRP * Parts 5/6	(2 credits)

WEEK ONE

Assignments due:

1. Reading of ABRP handbook. 70
2. Reading of Library Research Handbook.
3. Writing one to two pages on three possible problems at workplace or ministry that could be possible topics for the ABRP.

+ I. INTRODUCTION TO MODULE	(30 minutes)
+ II. WRITING SKILLS	(20 minutes)
+ III. RESEARCH SKILLS	(30 minutes)
+ IV. BREAK	(20 minutes)
+ V. LRC TOUR	(50 minutes)
+ VI. INTRODUCTION TO CHAPTER ONE	(90 minutes)

WEEK ONE

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LEARNING ACTIVITIES

+ I. INTRODUCTION TO MODULE (30 minutes)

Related Assignment: None

Introduce yourself to the group and have the students introduce themselves to you. Ask for their name, vocation, and why they are in the Advance program.

Explain the module and the purpose of the ABRP as stated in their ABRP handbook. Point out that the project will be both practical and of interest to others in their field. Emphasize the fact that the module is designed so that they will easily complete the ABRP without stress and strain if they meet the due dates. Remind them of good time management skills. Discuss the components of the ABRP and solicit questions that the students may have concerning the module.

+ II. WRITING SKILLS (20 minutes)

Use overhead transparencies or the chalkboard to outline the following common mistakes that are found in the writing of papers at the college level:

1. Spelling- give suggestions on how to handle this, such as the use of a friend or the spell-checker in a word processing program on a computer.

2. Verb agreement and tense- suggest that they have others read their paper and to ask for assistance if they are weak in this area.

3. Run-on sentences- discuss the use of "and", commas, and other punctuation that will help cut down on the length of sentences.

4. Redundancy- explain and give examples of this problem.

5. Paragraph length- give examples on how to divide paragraphs and how to know if a paragraph is too long or short.

Give students an opportunity to ask questions or to express their concerns in this area.

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+ III. RESEARCH SKILLS (30 minutes)

Hand out the research strategy worksheet and use the transparency set to explain how the serious student approaches research in a library or a learning resource center. It is essential that this procedure be followed and reinforced so that the student understands clearly how vital this is in the writing of their ABRP.

A student needs to use the following strategy when beginning their research in the library:

1. Reference works- you must start here first!
   a. To define your topic or problem
   b. Look in dictionaries and encyclopedias for definitions
   c. Use this information to look elsewhere

2. Books
   a. To broaden your horizon- more information than ever before!
   b. Use of computer catalog- use the terms and subject headings from your research in dictionaries and encyclopedias.
   c. Look for other subject headings as cross-references

3. Periodicals
   a. Current discussion of the topic you are researching
   b. Use of indexes- an absolute necessity if you are going to gather enough of the right kind of resources

+ IV. BREAK (20 minutes)

+ V. LRC TOUR (50 minutes)

Check with the LRC director to make arrangements for the tour of the facility. The tour will not only highlight the various areas of the building, but it will follow the research strategy worksheet outline given before the break.

+ VI. INTRODUCTION TO CHAPTER ONE (90 minutes)

Walk through the chapter in the students' ABRP handbook section by section with examples on overhead transparencies or on the chalkboard. Allow the students to "brainstorm" during this session so that they can explore their possibilities, using their one to two page report on problems that they have ready.

Hand out the ABRP worksheet which will enable them to fill in the information needed to write their first chapter. Remind them that this is due three weeks prior to the next class meeting for the module. Have them write the due date down on the sheet.

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Make sure that they understand that this chapter is short and very narrow in its scope and requirements. Explain that any anecdotal digressions or personal opinions will come later in the ABRP process.

Give each student an opportunity to share orally with the class a problem or problems that they could possibly use for their ABRP. You will find that this will not only confirm in the minds of students what they are going to do, but it will encourage other students in what they need to define and explore. Be as positive and encouraging as you can be. Let them know that the ABRP module will be both a challenging and a positive experience. Convince them that they must work on a problem that is "near and dear to their hearts". In other words, it must be personal and practical to them. The ABRP simply will not be an academic exercise that consumes time, energy, and money just to complete a college requirement.

Before you dismiss the students, make sure that they understand that they will need to do the following for the next time that they meet with you:

1. Read through the ABRP handbook for a second time.

2. Worksheet is due three weeks prior to the next class meeting with you. Give them the due date.

3. Write chapter one.

4. Be prepared to share orally a two to three minute sketch of their problem from chapter one with the class.

ABRP WORKSHEET

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Name:

You will be required to use this worksheet to fill in the information needed to write your first chapter in the ABRP.

Description of the Problem

What is the problem at your workplace or ministry that you are trying to address? Make sure that you state it briefly and concisely in one or two sentences.

Statement of Purpose

What are you trying to accomplish? This is a brief statement of what you are planning to accomplish with your project.

ABRP Worksheet Cont.

75

The Setting of the Problem

Describe the organization or community in which the problem exists. Note the economic, cultural, and geographical factors that affect the problem.

History and Background of the Problem

Why is the problem a pressing concern? How long has this been going on? What are some of the underlying causes that you think have contributed to the problem? Give at least three reasons why the problem is important to you and others. Give two examples on how the problem has revealed itself. Are there any statistics, trends, or public issues that relate to this problem?

ABRP Worksheet Cont.

76

Scope of the Applied Biblical Research Project

In this section you will limit the extent of your project.
It is important for you and the reader to know where you will limit your project so that it will not be too big.
For example, you may only concentrate on an outreach program for unwed mothers in your urban church setting, rather than all unwed mothers in the United States.

Importance/Significance of the Applied Biblical Research Project

Why is your project important?
Is it meeting a real need?
Do you have an authority other than yourself that says that this problem needs to be addresssed?
How will it impact your future ministry or vocation?

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ABRP Worksheet Cont.

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Definition of Terms

Include definitions for major terms or topics to be used in your project. You will want to define terms that could be confused, are specific to your topic, and are related specifically to your project.

WEEK TWO

Assignments due:

78

1. Reading of ABRP handbook.
2. Completion of worksheet three weeks prior to this session.
3. Writing of chapter one of ABRP.
4. Prepared to share for two to three minutes a problem from work or a ministry that is being used in chapter one.

+ I. ORAL PRESENTATION OF CHAPTER ONE	(55 minutes)
+ II. INTRODUCTION TO CHAPTER TWO	(50 minutes)
+ III. BREAK	(20 minutes)
+ IV. RESEARCH SKILLS INSTRUCTION	(55 minutes)
+ V. BIBLE-RELATED RESOURCES	(50 minutes)

WEEK TWO

LEARNING ACTIVITIES

79

+ I. ORAL PRESENTATION OF CHAPTER ONE (55 minutes)

After beginning the class, give each student an opportunity to share with the other class members their topic or problem that is going to be addressed. This needs to be limited to three minutes at the most and is a working session for the student. This is quite different from the formal oral presentation in week six, as it is an informal sharing of their topic without visual aids.

Receive their chapter one rough drafts. Announce that you will return their chapter one in one week with due dates for any further revisions. Use the evaluation sheet for chapters at the end of this guide.

+ II. INTRODUCTION TO CHAPTER TWO (50 minutes)

Walk through chapter two in the ABRP handbook with overhead transparencies or the chalkboard. Part one of chapter two must be clearly explained as observation only and not interpretation. Part two then contains an analysis of the appropriate passages. General principles must be explored and applied. Make sure that you make a distinction between chapter two and three. Chapter two will focus on the Bible while chapter three will focus on literature found in the library.

+ III. BREAK (20 minutes)

+ IV. RESEARCH SKILLS INSTRUCTION (55 minutes)

Students are to be introduced to tools found in the LRC that will enable them to look for scriptural passages or verses that apply to their problem. General tools such as concordances, dictionaries, encyclopedias, and commentaries are to be explored. Review the importance of the historical, physical, and cultural setting of the passage, context, and other factors that influence their interpretation of verses from the Bible.

For additional assistance, use the Library Research Handbook and Badke's book entitled A Survivor's Guide to Library Research. Review the research strategy procedure of reference works first, catalog second, and periodical indexes third. Show them specific favorites of your own or use the LRC staff to assist you in this area.

You should expect by the time you are done to have given the student the guidance necessary to do the research on their topic from a Biblical perspective. It may be helpful at the beginning of the following hour to meet the students at the LRC and point out to the group where the resources are located. An informal oral quiz with the group may be required.

Before you dismiss the students to the LRC, make sure that they understand that they will need to do the following for the next time that they meet with you:

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1. Read through the ABRP handbook for a third time.

2. Conduct research for chapter two.

3. Write chapter two.

4. Be prepared to share orally a two to three minute report of one Biblical principle and/or passage that relates to their project.

+ V. BIBLE-RELATED RESOURCES (50 minutes)

Give students an opportunity to go to the Learning Resource Center to use the materials identified in the research skills instruction. Some students may need individualized attention at this point.
This would be a good opportunity to meet with individual students who may have had some difficulty with chapter one or are apprehensive about the whole project. This portion of time may be shorter for you especially if the oral presentations ran longer than planned.

WEEK THREE

Assignments due:

81

1. Reading of ABRP handbook.

2. Writing of chapter two.

3. Prepared to share orally a two to three minute report of one Biblical principle and/or passage that relates to the topic in their ABRP.

+ I. ORAL PRESENTATION OF CHAPTER TWO	(55 minutes)
+ II. INTRODUCTION TO CHAPTER THREE	(50 minutes)
+ III. BREAK	(20 minutes)
+ IV. RESEARCH SKILLS INSTRUCTION	(55 minutes)
+ V. LRC WORK	(50 minutes)

WEEK THREE

LEARNING ACTIVITIES 82

+ I. ORAL PRESENTATION OF CHAPTER TWO (55 minutes)

After beginning the class, give each student a two to three minute opportunity to share with the other class members one key Biblical passage or verse that they used in chapter two that applied to their project. Keep in mind that this is informal and is done without visuals.

Receive their chapter two rough drafts. Announce that you will return their chapter two in one week with due dates for any further revisions. Use the chapter evaluation sheet at the end of this guide.

+ II. INTRODUCTION TO CHAPTER THREE (50 minutes)

Walk through chapter three in the ABRP handbook with overhead transparencies or the chalkboard. The outline of the chapter must be clearly explained. Give examples for each of the four parts of the outline. They must understand that:

1. Both primary and secondary sources must be used.

2. A minimum number of sources is given in the ABRP handbook. That should only be a minimum.

3. Various viewpoints must be included in the literature that is examined.

4. The evaluation of literature includes breadth, variety, and value.

Make sure that you and the students understand the difference between this chapter and the previous chapter. Go over the four parts of the chapter again.

Remind students of the research strategy and how it will make their research for the literature review less stressful. Emphasize the importance of the hint on using 3 x 5 cards and how it will make putting the bibliography together far easier than they imagined.

Define the difference between primary and secondary sources. Explain why recent literature is so important in doing research projects. Give examples on how you explore varying viewpoints on a topic and how you give your opinion on the breadth, variety, value, and significance of literature in a research project.

+ III. BREAK (20 minutes)

+ IV. RESEARCH SKILLS INSTRUCTION 83 (55 minutes)

Students are to be introduced to tools found in the LRC that will enable them to look for literature that applies to their project. General tools such as dictionaries, encyclopedias, catalogs, and indexes are to be explored. The most difficult part of this instruction is in the use of periodical indexes. Spend a lot of time on the indexes. Give some hints that may save some time while collecting those perfect periodical articles or books. You may want to use the LRC staff to assist you in the presentation of this material.

Before you dismiss the students to the LRC, make sure that they understand that they will need to do the following for the next time that they meet with you:

1. Read through the ABRP handbook for a fourth time.
2. Conduct research for chapter three.
3. Write chapter three.
4. Be prepared to share orally a two to three minute report on two viewpoints that were discovered in the literature review.

+ V. LRC WORK (50 minutes)

Give students an opportunity to go to the Learning Resource Center to use the materials identified in the research skills instruction. Some students may need individualized attention at this point.
This would be a good opportunity to meet with individual students who may have had some difficulty with chapter two or are apprehensive about the whole project. This portion of time may be shorter for you especially if the oral presentations ran longer than planned.

WEEK FOUR

Assignments due:

84

1. Reading of ABRP handbook.
2. Writing of chapter three.
3. Prepared to share orally a two to three minute report on two viewpoints that were discovered in the literature review.

+ I. ORAL PRESENTATION OF CHAPTER THREE	(50 minutes)
+ II. INTRODUCTION TO CHAPTERS FOUR & FIVE	(60 minutes)
+ III. BREAK	(20 minutes)
+ IV. RESEARCH SKILLS INSTRUCTION	(30 minutes)
+ V. LRC WORK	(80 minutes)

WEEK FOUR

LEARNING ACTIVITIES

85

+ I. ORAL PRESENTATION OF CHAPTER THREE (50 minutes)

After beginning the class, give each student an opportunity to share with the other class members two viewpoints that they discovered in their research for chapter three. Limit this to two or three minutes and keep it informal. You may want to vary the order of students as they share such as picking every other person, etc.

Receive their chapter three rough drafts. Announce that you will return their chapter three in one week with due dates for any further revisions. Use the chapter evaluation form at the end of this guide.

+ II. INTRODUCTION TO CHAPTERS FOUR & FIVE (60 minutes)

Walk through chapter four and the outline that is given in the ABRP handbook. Explain the difference between the design of a program and the evaluation, even if students are not in one or the other.
Go over the outline for those students who are designing a program. Give examples at each of the points.

Move step-by-step through the evaluation procedure. Give examples and be prepared to use overhead transparencies or the chalkboard to visually get the point across.

Finish this section by walking through chapter five and the outline that is given in the ABRP handbook. Encourage the students to express their own opinions here as long as they are substantiated by the previous chapters in their ABRP.

Convey the need to keep the written report limited to the specific objectives of the project. Students will discover more information than they should use. Remind them that they must use the issues discovered in chapters two and three in chapters four and five.

+ III. BREAK (20 minutes)

+ IV. RESEARCH SKILLS INSTRUCTION (30 minutes)

Give examples of resources inside and outside the Learning Resource Center that will enable them to complete the project. Strongly suggest that they interview subject specialists who may be able to work with them on their project. Look at practical periodicals and series of books that are intended for those designing programs.
Point out that there must be a connection between what they wrote in chapters two and three with what they design or evaluate. If there is a difference, then it must be clear as to why there is a difference.

Explain that a research project here may only be a small part of a greater program that they will design. For example, the writing of a program guide for children in a day-care center may eventually be used for an entire elementary school.

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Before you dismiss the students to the LRC, make sure that they understand that they will need to do the following for the next time that they meet with you:

1. Write chapters four and five.
2. Begin working on their final oral presentation.
3. Be prepared to share orally a two to three minute report on one highlight from their two chapters.

+ V. LRC WORK (80 minutes)

Give students an opportunity to go to the Learning Resource Center to use the materials identified in the research skills instruction. Some students may need individualized attention at this point.

WEEK FIVE

Assignments due:

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1. Writing of chapters four and five.
2. Beginning of work on the final oral presentation.
3. Prepared to share orally a two to three minute report on one highlight from chapters four and five.

+ I. ORAL PRESENTATION OF CHAPTERS FOUR & FIVE	(60 minutes)
+ II. ISSUES AND PROBLEMS	(50 minutes)
+ III. BREAK	(20 minutes)
+ IV. PREPARATION FOR ORAL PRESENTATION	(50 minutes)
+ V. LRC WORK	(60 minutes)

WEEK FIVE

LEARNING ACTIVITIES

88

+ I. ORAL PRESENTATION OF CHAPTERS FOUR & FIVE (60 minutes)

After beginning the class, give each student an opportunity to share with the other class members one highlight from their two chapters and what they learned in writing chapters four and five.

Receive their chapters four and five drafts. Announce that you will quickly review their chapters four and five during the LRC work time and/or make arrangements to return the two chapters as quickly as possible. Use the chapter evaluation guide at the end of this guide.

+ II. ISSUES AND PROBLEMS (50 minutes)

Briefly go over the final preparation of their written project, including the format of the bibliography and the appendix. Give the students an opportunity to ask questions regarding their final written product.

+ III. BREAK (20 minutes)

+ IV. PREPARATION FOR ORAL PRESENTATION (50 minutes)

Present to the students the following rationale for requiring an oral presentation:

1. Today's world is highly visual.
2. Communication skills are lacking around the world, especially within Christian organizations.
3. Individuals that want to be Christian leaders need to not only be able to communicate in writing what they want to accomplish, they also need to do it effectively by making oral presentations with visual aids and handouts.

Explain what options that they have within the audio-visual world, so that students may be encouraged to demonstrate some ingenuity and artistry. It may be helpful to speak with the director of media services or other teachers in the communication area to get some ideas. Emphasize the need to do something that could be used outside the classroom as they present their project elsewhere.
Help them plan to give their presentation at a later date before a decision-making board at their job or ministry. Remind them of the effectiveness of visual aids and handouts at recent presentations that they have attended.

Before you dismiss the students to the LRC, make sure that they understand that they will need to do the following for the next time that they meet with you:

1. Make final revisions on their ABRP. 89
2. Finish final draft of ABRP with bibliography and appendixes.
3. Give oral presentation of ten minutes in length with visual aids and handouts.

+ V. LRC WORK (60 minutes)

Give students an opportunity to go to the Learning Resource Center to use the materials identified in the instruction on preparing for the oral presentation. Some students may need individualized attention at this point. See if you can go over as many of the rough drafts of chapters four and five as possible.

WEEK SIX

Assignments due:

90

1. Oral presentation with visual aids and handouts.

2. Final written draft of project with bibliography and appendixes.

+ I. ORAL PRESENTATIONS	(70 minutes)
+ II. BREAK	(20 minutes)
+ III. ORAL PRESENTATIONS	(70 minutes)
+ IV. SUMMARY	(30 minutes)
+ V. MODULE EVALUATION	(50 minutes)

WEEK SIX

LEARNING ACTIVITIES 91

+ I. ORAL PRESENTATIONS (90 minutes)

Have the students hand in their final written copy of their ABRP. Use the grading guide found at the end of this guide to give their final grade on the written portion of their ABRP.

Students will need to be chosen randomly or by chance so that all students are ready to give their oral presentation at the beginning of the class. The limit of ten to fifteen minutes must be kept to get through all the presentations in this session. Students will need to be graded according to the guidelines given at the end of this faculty guide. Allow time for a quick evaluation. Encourage them to present this to their boss or board.

+ II. BREAK (20 minutes)

+ III. ORAL PRESENTATIONS (90 minutes)

Continue as you did before the break.

+ IV. SUMMARY (30 minutes)

If you have time, review with the class the purpose of the ABRP. Encourage them to continue to try to solve problems and to use the ABRP methodology at home, in their church, and in their job. Look forward with them to graduation and their diploma!

+ V. MODULE EVALUATION (10 minutes)

Make sure that this evaluation is completed by the students before they leave from this last session.

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GUIDELINES FOR GRADING

You will need to use the grading sheets that are found on the next two pages. Copies of these grading sheets are available in the Advance office.

The purpose of the grading is to encourage the student to work towards excellence in both the written work and the oral presentation. Criteria for grading are given on the grading sheets so that there is some consistency in how the students are evaluated. It is recommended that you give a copy of the grading sheets to the students in the first week of the module so they will know what to expect.

The grading for the module is divided into the following two areas:

Written report--

1. (50%) Writing of each chapter of the ABRP-- Each chapter will be graded for content, grammar, and spelling.

2. (25%) Final draft of the ABRP-- The final product will be given a grade for content, grammar, and spelling.

Oral presentation--

3. (25%) Oral presentation-- The oral presentation will be graded according to clarity, use of audio-visuals, and other presentation skills.

ABRP Evaluation

Student's name: _____ 93

_____ Chapter one (10%)
_____ Chapter two (10%)
_____ Chapter three (10%)
_____ Chapters four (10%)
_____ Chapter five (10%)
_____ Final draft (25%)

Code: **5** = Excellent **4** =Good **3** = Average **2** = Needs Improvement

1 = Needs much improvement **NA** = Not applicable

A.	Content						
1.	Organization	5	4	3	2	1	NA
2.	Clarity of subject	5	4	3	2	1	NA
3.	Appropriate for ABRP	5	4	3	2	1	NA
B.	Research						
1.	Quality of material	5	4	3	2	1	NA
2.	Quantity of material	5	4	3	2	1	NA
3.	Analysis of material	5	4	3	2	1	NA
4.	Variety of viewpoints	5	4	3	2	1	NA
5.	Application of sources	5	4	3	2	1	NA
C.	Format						
1.	Appearance	5	4	3	2	1	NA
2.	Follows guidelines	5	4	3	2	1	NA
D.	Grammar						
1.	Sentence structure	5	4	3	2	1	NA
2.	Grammar	5	4	3	2	1	NA
3.	Punctuation	5	4	3	2	1	NA
4.	Spelling	5	4	3	2	1	NA
5.	Word choice	5	4	3	2	1	NA

Total points: _____

E. Comments and suggestions:

Oral Presentation Evaluation

Student's name: _____ 94

Code: **5** = Excellent **4** =Good **3** = Average **2** = Needs Improvement
1 = Needs much improvement **NA** = Not applicable

A.	Content						
1.	Introduction	5	4	3	2	1	NA
2.	Organization	5	4	3	2	1	NA
3.	Clarity of subject	5	4	3	2	1	NA
4.	Main points supported	5	4	3	2	1	NA
B.	Method						
1.	Well-prepared	5	4	3	2	1	NA
2.	Kept class attention	5	4	3	2	1	NA
3.	Creative	5	4	3	2	1	NA
4.	Reinforced main idea	5	4	3	2	1	NA
5.	Flowed well	5	4	3	2	1	NA
6.	Eye contact	5	4	3	2	1	NA
7.	Voice	5	4	3	2	1	NA
8.	Nonverbal communication	5	4	3	2	1	NA
C.	Visual Aids						
1.	Appearance	5	4	3	2	1	NA
2.	Effectiveness	5	4	3	2	1	NA
D.	Handouts						
1.	Appearance	5	4	3	2	1	NA
2.	Effectiveness	5	4	3	2	1	NA
E.	Overall Effectiveness						
1.	Interesting	5	4	3	2	1	NA
2.	Within time limit	5	4	3	2	1	NA
3.	Adapted to audience	5	4	3	2	1	NA
4.	Persuasive	5	4	3	2	1	NA

Total points: _____

F. Comments and suggestions:

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LIBRARY RESEARCH HANDBOOK

MASLAND LEARNING RESOURCE CENTER

PHILADELPHIA COLLEGE OF BIBLE

SEPTEMBER , 1994

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PHILADELPHIA COLLEGE OF BIBLE LEARNING RESOURCE CENTER

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HOURS OF OPERATION:

Monday - Thursday	7:30 a.m. - 11:00 p.m.
Friday	7:30 a.m. - 6:00 p.m.
Saturday	12:00 p.m. - 8:00 p.m.

Special closings, holiday hours and summer hours will be posted at the front entrance to the LRC.

PHONE:

The Learning Resource Center may be reached through the college switchboard during the academic year, from 8:00 a.m. to 11:00 p.m. on weekdays and 12:00 p.m. to 8:00 p.m. on Saturdays by calling 752-5800 and asking for the Learning Resource Center or Library.

CHOOSING A LIBRARY

LIBRARIES AS COMMUNITY RESOURCES

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You may not realize it, but there are probably many libraries near your home. Every school, college, community college, and university has a library; most towns have a public library or are part of a consolidated library district; large corporations and businesses often have specialized libraries; churches, synagogues, and government offices have libraries. Each library has materials to serve primarily its own clientele, but often librarians are willing to share materials and information with anyone seeking it. Libraries funded by tax dollars or other public support are generally more open to use by persons outside their clientele than those libraries whose funds come from private sources. Special libraries and private college and university libraries will rarely allow persons outside their clientele to check out materials.

PHILADELPHIA COLLEGE OF BIBLE LEARNING RESOURCE CENTER

Staff: The professional library staff consists of the Director of the Learning Resource Center, an Assistant to the Director, full-time staff members, and other part-time student workers.

The professional library staff actively reflects the philosophy that they serve a vital instructional role in the college's education of students. Each member is involved in professional growth activities to assure the best possible services for students. In addition, the librarians actively participate in resource sharing with other libraries and librarians via regional and national library networks.

OTHER LIBRARIES

Public Libraries: A public library has the convenience of accessibility and the ease of getting a library card. Because it is meant to serve all community information needs, its collection (unless it is a large metropolitan or city library) is likely to give general coverage to all topics and in-depth attention to only a few. However, a public library is likely to have the basic reference books, standard texts, and journal indexes to get you started on your research.

Academic Libraries: Every community college, college, and university has a library for the support of its instructional programs. Generally, these contain more specialized information than the average public library, although this does vary. The higher the degrees offered by the school, the more research-oriented and in-depth library collection is likely to have. If you have a choice of academic libraries in your area, it would be wise to determine which college has a strong instructional department in your general subject area, for this strength will be reflected in its library collection and you will have a good research source. Most

college libraries will permit PCB students to use their collection, but you might not be permitted to check out materials.

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It is important to use another college library only after you have fully exhausted the resources at PCB.

If you locate a book in an academic library, but you are unable to check it out, you may contact a PCB librarian who will obtain the book for you through interlibrary loan.

Special Libraries: Many private corporations and public agencies maintain libraries in their area of interest. These collections may not be large, but they give excellent coverage to special areas. An example of a public agency library is the law library found in most county courthouses. These law libraries also contain government administrative codes and court decisions, as well as local, state, and federal legislation and law review journals. Legal literature is organized in a unique way, with its own citation formats and search methods. Other county departments, such as public health and probation, may also have collections for their staff which you might find useful in doing research. Another possible source is a law library in a large law firm if you need technical law information.

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USING A LIBRARY

Getting Acquainted with the Library

You will save yourself a great deal of time if you investigate the library's basic geography first, instead of making a new search each time you want something. Every library consists of several basic parts: the catalog (which may be on computer or microfilm), the book stacks, the periodical stacks, special collections, and the reference department. However, no two libraries have the same floor plan or arrangement. Check for a map in the foyer or at the reference desk. This is especially important in a very large library which may be divided by subject areas. You don't want to waste your time in the general collection if there is a special collection on your subject elsewhere.

While you are at the reference desk, it is a good idea to scan any brochures the library has on display. They may note special collections, service hours, etc. Many libraries also offer their own orientation programs in the form of tours, multimedia packages, or pamphlets. If you plan to spend a great deal of time in that library, an orientation session may be very beneficial. It may also serve as a refresher course on library use.

You should also establish your privileges as a user of the library. Aside from the question of checking out materials, it may make a difference to your research style whether the library's book stacks are open or closed. Open stacks are the usual case, where you may scan the shelves and make your own selections. If the stacks are closed, you may not browse. You must make all of your selections from the catalog, fill out request slips, and wait for a clerk to bring the books out to you.

Knowing where things are in the library is important, but browsing or wandering can sometimes serve a purpose. Even the most experienced researchers "stumble across" valuable information at times. Taking a little time to scan the titles on a shelf or flip through a magazine may turn up a valuable new lead.

Catalog: The heart of every library is the catalog which may be thousands of 3x5 index cards, or more recently, a computer terminal or computer-based microfilm catalog, located near the main entrance of the library.

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Book Stacks: The non-fiction books are arranged on the shelves by subject, according to either the Dewey Decimal or the Library of Congress (LC) classification scheme. (See "Locating The Books On The Shelves"). Be sure to copy the complete call number to make finding the book on the shelf easier. Remember that it will be a different call number in different libraries; the numbers will be similar, but you will have to check the catalog in each library to check the call number for that book.

Periodical Stacks: Magazines and journals are usually arranged alphabetically by title. Older issues may be bound together or shelved in another part of the library. In some libraries, journals may be checked out whereas in others they do not circulate. At Philadelphia College of Bible Learning Resource Center, the journals only circulate overnight, but there are copy facilities to aid you in your research (ten cents per page for photocopies). Newspapers may be included in this collection or held in a separate room. Back issues of newspapers and periodicals may be on microfilm or on microfiche.

No matter how large a library you are using, it may not have the particular journal or newspaper article you need. A librarian can refer you to a library that has it, or you may request it through interlibrary loan.

Special Collections: Because they need special handling or special research techniques, some types of materials are usually separated from the main library collection. These include: African - American collections, rare books, government documents (federal, state and local) and microform collections. Such collections are staffed with personnel to help you with the intricacies of their use.

The Reference Collection: This is the entry point into the entire collection since it contains the catalog, your guide to the book collection, and the journal indexes which allow you to locate periodical articles. These two important tools will be discussed in later sections. Of immediate interest are the reference books.

These are the non-circulating materials (except for overnight) which provide general information (dictionaries, encyclopedias, digests) and quick details (collections of statistics, directories, and handy compilations like the Guiness Book of World Records).

There is a large collection of general-subject reference books, such as the Encyclopedia Britannica, Webster's Dictionary, and Statistical Abstracts of the United States. But almost every subject discipline has a complete set of reference materials of its own. There is, for example, an Encyclopedia of

Education, a Dictionary of Sociology, and American Political Directory, a Business Periodicals Index and many more. If you are interested in finding what additional materials are available in your field, you can check one of the published guides to reference books. One of the most common is the Guide to Reference Books by Eugene Sheehy.

A detailed discussion of the types of reference books available, the kinds of information contained in each, and how each is to be used, can (and does) take up volumes. Generally, a reference book has an obvious format or contains an introductory section on how to use it. The table of contents and/or index will help you determine whether the book contains information on your topic. The basic types of reference books you may wish to use are listed below.

Dictionaries: Subject dictionaries, such as the Dictionary of Sociology, define the terminology of a field as it is used by practitioners. There are also works called dictionaries which are actually "fast fact" references; e.g., the Dictionary of American Biography.

Almanacs, Yearbooks, Handbooks: These compilations are designed to provide specific facts quickly or to serve as current updates to encyclopedias. Like encyclopedias, they may be general in scope or specific; the articles may be brief or in-depth. Some serve as a current-awareness service; e.g., Facts on File: A Weekly World Digest. Others are compilations of statistics or practical guides to a subject field.

Indexes and Digests: Aside from the current periodical indexes which will be discussed separately, there are several sources which will guide you into books, as well as periodicals, or provide you with a summary of content.

Information Systems/Data Bases: Similar in intent to indexes and digests, these services were first designed to control the literature produced in the sciences and have now spread to the social sciences. Some provide not only a citation to a certain article, but also an abstract (summary) of its content. Some of the most familiar examples of information systems are:

* **ERIC (education)**
* **Psychological Abstracts (psychology)**
* **BIOSIS (biology)**
* **Dissertations Abstracts (doctoral theses on all subjects)**

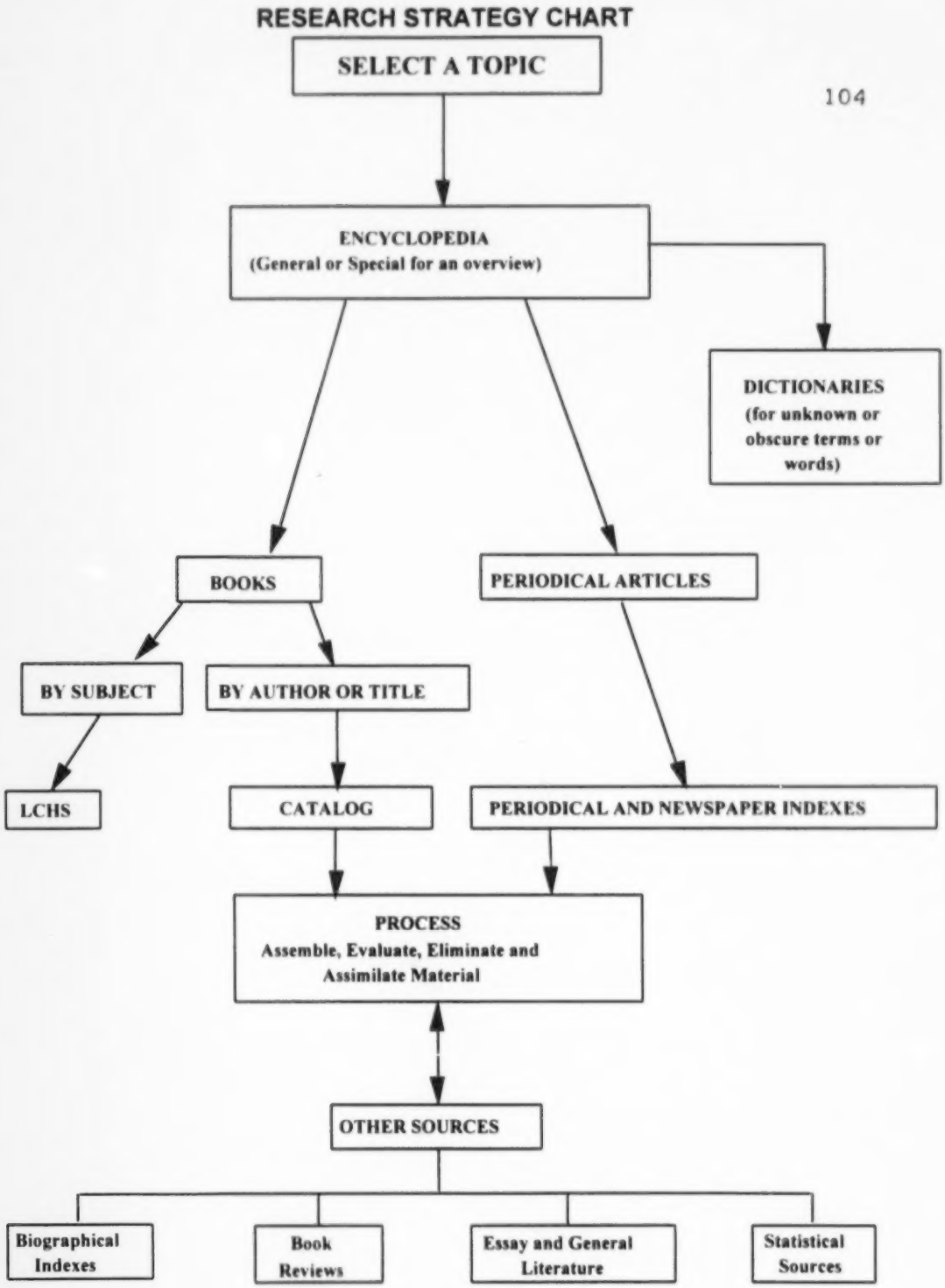
The coverage of these systems varies. Some index only journal literature. Others cite books and monographs as well, while few, such as ERIC, Dissertation Abstracts and NTIS, actually create special collections of the literature in their field and make available for purchase the materials cited in their catalogs.

These systems are on magnetic tape for computer searching, and they also print monthly catalogs for hand searching.

Searching an abstract service is quite similar to searching a journal index with a few variations of indexing style and ways of locating materials.

Directories: Aside from the telephone book, there are many directories of schools, businesses, personnel in professional associations, etc. They can provide not only phone numbers for contact purposes, also such esoteric pieces of information as the name of all schools in a given city, a list of experts in a certain field, or the number of companies which provide a certain product. Some directories include not only the addresses, but also details about the people or institutions they cite.

Maps, Atlases, Gazetteers: These are your sources for geographic information of all kinds--locations, climate variations, population distributions, political boundaries (both current and historical). Major atlases will be held in the reference area, but many libraries also have special sections for their map collections.


RESEARCH STRATEGY CHART
SELECT A TOPIC
ENCYCLOPEDIA
(General or Special for an overview)
DICTIONARIES
(for unknown or obscure terms or words)
BOOKS
PERIODICAL ARTICLES
BY SUBJECT
BY AUTHOR OR TITLE
LCHS
CATALOG
PERIODICAL AND NEWSPAPER INDEXES
PROCESS
Assemble, Evaluate, Eliminate and Assimilate Material
OTHER SOURCES
Biographical Indexes
Book Reviews
Essay and General Literature
Statistical Sources

RESEARCH STRATEGY

STEP # 1: Know Where To Start

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Keep the Full Research Process in Mind. Research style is a matter of personal preference, but if you keep in mind what has been done and what still needs doing, you can organize your time more efficiently and not repeat your steps unnecessarily. The basic steps in the research process are:

1. Define your search topic.

2. Gain a general overview and perspective.

3. Decide how your topic should be searched--the reference tools, indexes, and subject headings needed.

4. Locate references to likely documents.

5. Locate the documents.

6. Scan the documents to gauge their usefulness to you.

7. Read and take notes on your selected sources.

8. Repeat steps two through seven if your topic has changed or been modified during this research process.

Go to the Library with a Definite Purpose in Mind. Know which topic you intend to work on and what tasks you hope to accomplish.

Have with you all the materials you will need--supplies, previous notes and lists of materials you plan to check.

Be Open to New Directions. Without getting completely off-course, taking a little extra time to scan "marginal" materials may turn up a valuable new lead for you. This may involve reading titles on the shelves or trying a few extra index terms. If you have selected a journal issue for a specific article it contains, you might glance at the other articles in the issue.

Journal issues are frequently organized around a theme-of-the-month so that other articles in the same issue may also be of interest.

Ask the Librarian for Help. If you are lost, confused, frustrated, or can't find something you want, don't hesitate to ask for help from the librarian. This is what he or she is there for.

Think of Alternative Search Strategies and Sources. Different sources will give varying amounts of coverage to a topic. The most "logical" source may or may not present information in a form that is useful to you at the moment, or it may give less (or more) detail than you need.

Think of likely synonyms for your chosen subject headings. Different indexes may categorize the same document in different ways; for example, if your topic is "Exercise Does Affect Longevity," (particularly in older people), you need to look under "Geriatrics," "Aged and Aging," "Physical Fitness," and "Senior Citizens." Experiment with difference phrasings of your search concept until you find ones that get results in the index.

Evaluate Your Results as You Go. Are the subject headings you have chosen generating citations you want? Does your source cover your topic well enough? Is it easy to use? No one source or book is necessarily the right one. If you are not getting the information you want from it--switch.

Cover all Sections of Your Sources. Many indexes and reference works come in periodic installments, each different from the others. Be sure you have checked all the cumulated volumes and supplements for the time period you intend to cover.

Take Careful and Complete Notes. The best time to get the full citation to a book or journal article is the first time you encounter it, usually in the catalog or in a periodical index. You will need the full citation not only for your bibliography and footnotes, but also for an interlibrary loan request. It will slow your work considerably if you have to relocate your original source to get complete information later.

Make sure all quotations are accurate, and note the specific page number from which you are quoting.

If you make use of symbols or abbreviations in your notes, be sure that they are not ambiguous and that you will remember their meanings months from now when you are writing your paper or project.

Additional information on taking notes, reading and interpreting literature and preparing a bibliography is included in the PCB Writing Guide and Writing Research Papers by Lester.

STEP # 2: Searching For Books

Catalog

The catalog is the main entry point in every library since it contains a bibliographic record of every book and non-print item the library possesses. A few libraries publish their catalog in book forms; others have converted to a computerized and/or microform version. The most common system, however, is the catalog where separate entries on 3x5 cards are arranged alphabetically in file drawers. This has been replaced by the computer catalog at PCB.

Learning Resource Center staff can quickly explain the use of the computer catalog to you.

Collecting Citations from the Catalog

When you have located an interesting item, there are definite pieces of information you should write down.

The Call Number. Copy the entire code which appears in the upper left of every catalog card; you will need it to locate a book. A sample of a complete call number will look like this:

REF
2642
L37g
1993

Simply copying the first line of the call number is not enough; all lines are essential to locate a book.

The Full Bibliographic Citation

The catalog clearly lists all information needed for your bibliography, such as author, title, publication date and place, name of publisher, copyright date, series, etc.

The parts of the record that are the most important in your reading and research are:

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1. Call number
2. Author
3. Title
4. Place of publication
5. Date of publication
6. Publisher
7. Notes on supplemental materials non-text items, such as, maps, illustrations, plans, etc.
8. Series statement
9. Notes - Bibliography, if any, will be listed here
10. Subjects under which the book is listed (tracings)

Author Searching. If you know the name of an author, or expert in the field, you can find all of his/her books the library owns by looking under the author's last name in the catalog.

Title Searching. This is the quickest way to see if the library has the specific book you want. Articles in all languages at the beginning of a title are ignored in filing: a, an, the, le, les, l', de, des, etc. Look under the first non-article word in the title. Single letters are treated as words and filed before other words beginning with that letter. Titles which begin with a number (e.g. 100 best poems) are filed as though the numeral were spelled out (e.g. one hundred).

Subject Searching. Each non-fiction book has one or more subject which describe its contents. Subject headings are not invented at random; they are selected from established lists such as Library of Congress List of Subject Headings.

Popular words recently entered into common usage may not be used for several years as an official subject heading. For example, if you are thinking of HOUSEHUSBAND, you may have to search under FAMILY LIFE or SEX ROLES or MALES. The term "special education" has only recently been changed from "education of the handicapped."

There may be "see" and "see also" in the catalog to help refer you to other appropriate headings. Be sure to follow these leads.

Subject Searching Tips

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In the first part of this handbook, you learned to analyze your topic into major concepts and to think of synonyms for each word. Now comes the task of deciding which terms to search for during a search.

Generally, it is a good idea to search the MOST SPECIFIC term first. If this yields no results, then search under a broader term. This will tend to eliminate most irrelevant citations.

Example: Do children from single-parent families exhibit more overt aggressive behavior than children from two-parent families?

Possible search terms:

- single parents
- children
- aggressive behavior
- divorced persons
- parental absence
- single parent families

If you choose to search under AGGRESSIVE BEHAVIOR, you will find hundreds of references to behavior of jail inmates to affinity for television violence to suicide. You may find references to children and aggressive behavior by skimming through all references.

If you choose to search under CHILDREN, again you will find hundreds of references that do not pertain to the specific area you need.

The best search term in this case would be SINGLE PARENT FAMILIES or a synonym. A term such as CHILDREN OF DIVORCE may appear as a cross-reference. Be sure to follow those cross-reference leads.

If You Cannot Find Anything

It is possible that the topic you are searching is unique--that no one has ever written about this topic before. You are doing state-of-the-art research and should be encouraged to publish the results of your findings.

In most cases, however, it may be that search terms are not as concise as they should be, or your topic is too narrow. Frequently, you will not find an article on exactly what you are doing, but many articles closely related to it.

If you cannot find the heading you are seeking in the catalog, ask the librarian for help. Chances are, the library does have something, but it may not be indexed the way you guessed it would be.

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Locating Books on the Shelves--Classification Schemes

Virtually all libraries use a subject classification to keep books in order on the shelves. (Special collections, such as government publications or films, may be arranged by other categories.) Arranging books by subjects permits the user to browse the shelves to find books that may have been missed in searching the catalog, or listed under a different subject heading.

Library of Congress System

Developed and used by the nation's largest libraries, this classification scheme is used in most college and university libraries.

A - General Works
B - Philosophy and Religion
C - History--Auxiliary Science
D - History and Topography
E - American History (Gen.)
F - American History (Local)
G - Geography and Anthropology
H - Social Sciences
J - Political Science
K - Law
L - Education
M - Music
N - Fine Arts
P - Language Arts and Literature
Q - Science
R - Medicine
S - Agriculture
T - Technology
U - Military Science
V - Naval Science
Z - Bibliography and Library Science

Note: the letters I, O, W, X, and Y are omitted. These have been reserved for future expansion of the classification system.

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Dewey Decimal System 111

A more general classification scheme, the Dewey Decimal System, is used by most school and public libraries. It is the system used here at PCB.

000 - General Works
100 - Philosophy
200 - Religion
300 - Social Science
400 - Languages
500 - Pure Science
600 - Technology
700 - Fine Arts
800 - Literature
900 - History

IF YOU CANNOT FIND THE BOOK:

If this book is not on the shelf, check surrounding tables as someone else may be using it. It could also be checked out, at the bindery, or lost. You should check at the Circulation Desk.

Ask the librarian for help either to locate it, or to request it on interlibrary loan from another library.

Master Catalog of Books

No library can possibly buy all books that are published or even all books published in any one field. The information explosion is a reality, as millions of words are published and republished every day. You must determine, therefore, what books are available that are not listed in your library's catalog.

Virtually all currently available books published in the United States are listed in the Publishers Trade List Annual. It is published in three parts:

Books in Print; an author-title-series index.

Publisher's Trade List Annual; a compilation of publisher's catalogs.

Subject Guide to Books in Print 112

By searching the Subject Guide, you will discover the latest publications on your subject, as well as many others that are still in print (available for sale from the publisher).

Ask the library staff to request any publications on interlibrary loan.

Interlibrary Loan Process

Sophisticated computer networks link libraries from town to town or across the country. In a matter of seconds, larger libraries can tell you what library has the book you need, and can request it at once.

To request an interlibrary loan, contact PCB or elsewheres. The book will be sent from the lending library to PCB Learning Resource CenterYou will be noted that the book has come and you can pick it up at the Learning Resource Center.

The process for interlibrary loan request for books is essentially the same in every library. You must fill out a form provided by the library for each book you need. The following pieces of information are required:

AUTHOR'S NAME
TITLE
PUBLISHER
DATE OF PUBLICATION
YOUR SOURCE (where did you get the information on this book?)
LATEST DATE YOU CAN USE THE BOOK

These forms are available at the Circulation Desk and should be returned there when completed.

If the book is located in a nearby library, you may receive it within three or four days. However, you can expect to wait several weeks or longer for a hard-to-find title. Don't wait until the last minute to request your interlibrary loans!

Your local bookstore should not be overlooked as a source. Frequently, titles of professional works appear in inexpensive paperback format; you may choose to purchase the book instead of waiting for an interlibrary loans.

STEP # 3: Search For Periodical Articles

Journal Indexes

Many different periodical indexes covering the periodical literature of different subject disciplines are available. Some relevant indexes are listed in the BASIC LIBRARY SOURCES section of this handbook. Fortunately, many of the common indexes are produced by the H.W. Wilson Co., so they are similar in format. An example from Reader's Guide to Periodical Literature is reprinted below.

Journal titles are abbreviated in indexes; a list of abbreviations is usually found in the front of each index.

You can search the index by author or by subject in the same alphabetical listing. The subject headings are fairly standardized, with frequent cross-references to other terms. Remember your list of synonyms for your topic. It may be necessary to check each of these words in a periodical index.

A citation, which is the name given to an entry in the index, includes the title of the journal article; the author of the article, if there is one; the title of the journal in which the article may be found; the volume number of the journal; the page(s) where the article is located; and the date of the journal. The following is an example of an entry, or citation, found in a periodical index under the subject JUVENILE DELINQUENCY:

[a]-----JUVENILE DELINQUENCY

[b]-----Return to school; counseling juvenile delinquents

[c]-----N. Henry. Today Educa. 63: 42-4 S'74.

[d] [e] [f] [g]

a) Subject of the article
b) Title of the article
c) Author of the article
d) Name of the magazine in which it appeared (Today's Education)
e) The volume number of the magazine
f) The pages on which the article appeared in the magazine
g) The date of the magazine (September 1974)

Indexes often make use of abbreviations and will frequently abbreviate the title of the magazine. A list of abbreviations, as well as directions for using the index, will be found in the front of each volume.

Most indexes are cumulated once a year, so you must search each year's index, as well as the paperbound issues for the most current citations.

READER'S GUIDE TO PERIODICAL LITERATURE 115

SAMPLE LISTING:

Justice Dept. (U.S.) *See* United States Dept. Of Justice
Justices *See* Judges
Justices, Supreme Court *See* United States Supreme Court
Juvenile delinquen's and delinquency
Ark. woman found dead, 2 white teenagers held [case of D.V. Watts] *Jet* 69:13 O 21 '85
Juvenile justice, Administration of
See also
Juvenile delinquents and delinquency
Arkansas
Arkansas question murder conviction of 15-year-old [case of R. Ward] por *Jet* 69:10 O 28 '85
California
See also
Los Angeles (Calif.)-Juvenile justice, Administration of

CURRENT INDEX TO JOURNALS IN EDUCATION

SAMPLE LISTING:

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EJ 277 224 **SO 510 865**
What Should Be Taught Where? -Scope and Sequence in Social Studies Education. Herman, Wayne L. Jr. *Social Education:* v47 n2 p94-100 Feb 1983 (Reprint: UMI)
Descriptors: *Curriculum; *Curriculum Design: Educational Educational Research; Elementary Secondary Education; *Social Studies
An ad hoc committee of National Council for the Social Studies members conducted a study to determine significant content for social studies education and the grade levels in which it should be taught. The findings are listed by subject matter, concepts, and grade level. (AM)

EJ 277 225 **SO 510 866**
Central America by the Book: What Children Are Learning? Anderson, Nancy; Bech, Rochelle *Social Education;* v47 a2 p102-09 Feb 1983 (Reprint UMI)
Descriptors: *Children's Literature; Educational Research; Elementary Education; "Textbook Bias; *Textbook Research
Identifiers: *Central America

A study was conducted to analyze how accurately and adequately United States children's books and school texts teach about Central America. Findings indicate that the majority of materials perpetrate ignorance and distortion about Central America. Book titles included in the study are listed (AM)

Newspaper Indexes

If you are looking for current or newsworthy information, you may want to use newspapers as a source. A library may create its own index of local newspapers, but there are also two major published indexes, New York Times Index and Wall Street Journal Index. A sample from the New York Times Index appears below.

NEWSPAPER INDEX

SAMPLE LISTING:

HAILEY, Kim. See also Police. Mr 15
HAIR
Jeff Shear "About Men" column on emotional upset of going bald; cartoon (M) Mr 3. VI.66:1
HAITI. See also Acquired Immune Deficiency Syndrome (AIDS). Mr 3
Amnesty International report on human rights situation in Haiti asserts that authorities are arbitrarily arresting and torturing political opponents of Pres Jean-Claud Duvalier's Government: list of those whose human rights have been violated (S). Mr 13.1.5:4
Haitian Government official says Amnesty International's report of human rights abuses in Haiti are "complete lies": says there are no political prisoners in Haiti (S) Mr 14.1.9:3
HALLGRIMSON, Geir (Min). See also Iceland. Mr 15
HALLMARK Cards Inc.
Hallmark Cards Inc. elects Phyllis Burke Davis director (S) Mr 151V.2:6

Newspapers can frequently lead you to other sources of information, such as by identifying the name of an expert in the field. Then, by searching other indexes for that name, you may find more information.

Other News Services

Facts on File is a weekly world news digest which is published twice a month in loose leaf form. These are indexed and filed in folders identified by the year of issue. This is the most up-to-date indexed source for facts on world events. Detailed instructions for use are in each folder.

Locating Journal Articles

Once you have compiled your list of articles to be read, your task is to locate them.

First, check the periodicals holdings list of the library you are in. At PCB, the list is located at both ends of the index row. In every library there will be a list or cards in the catalog that will tell you to which journals the library subscribes. Ask the librarian for help if you cannot find the list.

Some libraries have "open stacks" for periodicals, which means that you may select and browse for them yourself. Other libraries have "closed stacks" where a staff member will retrieve the journal for you. Open stacks are better for browsing, but the articles are more likely to be torn out or stolen than in closed stacks.

Many libraries subscribe to journals on microfilm or microfiche. These microforms must be placed on a reader to enlarge the page for you. Most libraries have reader/printers which will enable you to make paper copies of articles from the microform.

Philadelphia College of Bible subscribes to more than 400 periodicals. For articles that the library does not have you may use interlibrary loans. Copies of articles may be obtained through interlibrary loan. Lists of periodicals tell librarians which library subscribes to the journal you need. You may have to wait five to ten days for the mail service, however. Certain journals that are more difficult to locate will require a longer wait.

Contact the LRC staff for interlibrary loans of any kind.

Abstract Services

An abstract service is an index to periodicals, books, scholarly publications, etc. It differs from other indexes in that a brief summary, or abstract, of the article or book is included.

By reading an abstract, you can determine if the entire article or book must be read. Two of the most heavily used abstract services are Psychological Abstracts and Dissertation Abstracts International.

The ERIC system is an abstract service which includes microfiche copies of the entire document in a separate collection (Resources in Education). Journals in education are also abstracted in Current Index to Journals in Education.

GLOSSARY OF TERMS

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You will find below, definitions of terms which will be helpful to you in using the resources and materials in the Learning Resource Center.

ABSTRACT
A summary or condensation of the content of a document.

ABSTRACT SERVICES
Also called information service or system. An organization which indexes, cites and abstracts literature of a field. Its citations usually appear in printed indexes for manual searching and on magnetic tape for computer searching. ERIC and Dissertation Abstracts are two such systems.

ALMANAC
A publication, usually an annual, containing a collection of useful facts and statistical information of a miscellaneous nature.

ANNOTATION
A note that describes, explains, or evaluates; especially such a note added to an entry in a bibliography, reading list, or catalog.

ANTHOLOGY
A collection of abstracts from the work of one or more authors, sometimes limited to a particular subject or field, such as poetry.

BIBLIOGRAPHY
An organized list of books or other materials.

BIBLIOGRAPHIC CITATION
An official description of a book, periodical article, or other material listing author, title, publisher, and date and place of publication.

BIOGRAPHICAL DICTIONARY
A collection about people and their accomplishments.

BIOGRAPHICAL INDEX
A guide to sources of biographical information.

BOUND PERIODICAL
A collection of periodical issues by volume number (often covering a year) which are placed in a hard cover, taking the form of a book.

CALL NUMBER 120

The number and letter code which determine the location of a book on the library shelf. The code designates the subject classification of a book. The call number appears on the spine of the book and on the upper left hand corner of its catalog cards. Please note that the call number of a given book may not be the same in each library.

CATALOG

An arrangement of 3x5 inch cards in file drawers. The cards in the drawers describe the library's collection and where each book may be located.

CD-ROM

A compact disc used in a special drive connected to a computer. It contains a large amount of information that can be searched very quickly. Many indexes are now on CD-ROM.

CITATION

The information needed to describe and/or locate a particular book or article: author, title, publisher, date of publication. A single entry or item listed in an index, bibliography, etc.

CLASSIFICATION

A systematic scheme for the arrangement of books and other materials according to subject or form. In the Philadelphia College of Bible Learning Resource Center library, the Dewey Decimal classification system is used.

COMPILER

One who produces a work by collecting and putting together written or printed matter from the works of various authors.

COMPUTER PRINTOUT

An annotated bibliography of information on a certain subject which is produced from a computerized database. The process of creating or "running" a computer printout is "computer searching."

COMPUTER SEARCH

The process of drawing out specific information from the computer's stored records. The librarian types selected words, phrases, or codes on the computer keyboard to retrieve this information in the form of a set of citations which is called the "computer printout."

CONCORDANCE 121

An alphabetical list of words and references to their occurrence in a particular text. A Bible concordance lists occurrence in a particular text. A Bible concordance lists words in alphabetical order with a reference to the passage for each occurrence.

COPYRIGHT

The exclusive right to publish and sell a work, granted by a government to an author, composer, artist, etc. The date of copyright of a book is usually indicated on the reverse side of the title page. Such a date generally indicates when the book was completed and may differ from the date at the bottom of the title page, which normally indicates the date of the printing of the book. A small "c" preceding the imprint date on the catalog card indicates the book was copyrighted in that year, as "c1948."

CROSS REFERENCES

Instructions which lead to related information listed under other subject headings or terms.

DATABASE

This is sometimes used as a synonym for an abstract service, but usually refers to the computerized section of the service, or the information contained in the computer file.

DESCRIPTOR

Interchangeable with "Subject Heading" or "Index Term." A word or words which have been selected to describe subject content. In searching for material on a certain topic, one looks in an index under a descriptor to find documents that discuss that topic.

DEWEY DECIMAL SYSTEM

One of two common classification schemes used by libraries to arrange their materials on the shelves according to subject matter. Content according to the classification scheme determines the book's call number. The Dewey System is most often used in public libraries. See also "Library of Congress Classification System."

DICTIONARY

A book which gives the pronunciation and meaning of words. An unabridged dictionary is comprehensive in scope and gives more complete information; an abridged dictionary is narrow in scope and provides less complete information.

EDITION
All impressions of a work printed at any time or times from one setting of type.

EDITOR
One who prepares for publication a work or collection of works or articles not his or her own.

ENCYCLOPEDIA
A work containing information on all subjects is a General Encyclopedia; a Special Encyclopedia focuses on a particular field or subject.

ENTRY
An access point for finding information in the catalog; each one is represented by a different card, all of which refer to a single book.

GOVERNMENT DOCUMENT
A publication by any governmental agency. Libraries may house them in a separate collection. Federal government documents are indexed in the Monthly Catalog of US Government Publications.

HEADING
The word, name, or phrase placed at the top of a catalog card to indicate some special aspect of the book (authorship, subject content, series, title, etc.), thereby bringing together related material.

HOLDINGS
The volumes owned by a library, especially the years of a given periodical title.

IMPRINT
The place and date of publication and the name of the publisher or printer (sometimes both), usually printed at the bottom of the title page.

INDEX
Any system which arranges information in a list, according to a specific component of the material, often author, title, or subject matter. The index does not contain the actual document, only some form of reference to it. Examples of indexes are the catalog, the Reader's Guide to Periodical Literature and the index which appears in the back of a book to give you the page numbers on which a specific topic is discussed.

INDEX TERM
See "DESCRIPTOR."

INFORMATION SYSTEM 123

Also called "information service." An organization which indexes, cites, and abstracts the literature of a field. Its citations usually appear in printed indexes for manual searching and on magnetic tape for computer searching. ERIC and Dissertation Abstracts are two such systems.

INTERLIBRARY LOAN

A system of agreements among libraries to share their collections with others outside their clientele. If a student or another borrower needs a book or article which the local library cannot supply, the local librarian will request it from another library. Interlibrary loan, as its name implies, cannot be made by an individual; a library must make the request on behalf of the borrower.

INTRODUCTION

A preliminary part of a book that states the subject and discusses the treatment of the subject in the book.

JOURNAL

A periodical, especially one published for a learned society or profession (see also "PERIODICAL").

LIBRARY OF CONGRESS CLASSIFICATION

The system made up of letters and numbers which divides knowledge into subject areas. This system was devised by the Library of Congress. It is found in most larger or research-oriented collections such as university libraries (see also "DEWEY DECIMAL SYSTEM").

MAGAZINE

A periodical publication as distinct from a newspaper (see also "PERIODICAL").

MANUAL SEARCH

The traditional method of locating information in printed indexes.

MICROFILM

Film in strips on which documents (books, magazines, etc.) are recorded. The film is then enlarged on a screen for viewing.

MICROFICHE

A microfilm copy in sheet form on which documents are recorded. The film is then enlarged on a screen for viewing.

MICROFORM
Includes microfilm and microfiche. 124

NEWSPAPER
A publication issued periodically, usually daily or weekly, containing the most recent news (see also "PERIODICAL").

ON-LINE PUBLIC ACCESS CATALOG
Computerized catalog of library holdings, including print and non-print materials.

PERIODICAL
Any publication which appears in regular issues over time: newspapers, magazines, journals. The terms "periodical" and "journal" are interchangeable.

PERIODICAL INDEX
An index which cites the individual articles appearing in a selected group of periodicals.

PRIMARY SOURCE
Original manuscripts, contemporary records, documents.

REFERENCE BOOKS
The non-circulating materials of a library which provide basic information about a topic. Examples of reference books are: encyclopedias, dictionaries, indexes, and almanacs.

RESERVE MATERIALS
These are books or other items from the regular collection that are placed in a special section for use by a particular class. They contain assigned readings and are checked out according to special rules.

SEARCH REQUEST
A statement of your information needs, usually written out on a request form. It presents your needs in a clear way, so it can be used by the library staff to gather pertinent information for you.

SEARCH STRATEGY
A systematic process used to find the most relevant information on a topic. During this process one considers all possible sources, continually evaluating, selecting, and organizing the information.

SECONDARY SOURCE 125
Materials which are not original manuscripts, contemporary records, or documents.

SERIAL
See "PERIODICAL."

SERIES
A number of separate works which are related to each other in some way, issued in succession, normally by the same publisher and in uniform style with a collective title.

STACKS
The book shelving areas of the library.

SUBJECT HEADING
An entry which indicates a book's subject; at the PCB Learning Resource Center based on Library of Congress Subject Headings (LCSH).

SUBJECT HEADING
See "DESCRIPTOR."

TABLE OF CONTENTS
A list of preliminary sections, chapter titles, and other parts of a book or articles (if in a periodical) arranged in the order in which the material appears in the book with references to the pages on which they begin.

TITLE PAGE
A page at the beginning of a book or work, bearing its full title and usually, though not necessarily, the author's (editor's, compiler's, etc.) name, the publisher, and the place and date of publication.

TRACINGS
Numbered listing at the bottom of a catalog card that tells what subject headings were used to describe the book. May be used to locate additional books under alternate subject headings.